DISTRICT OF NORTH VANCOUVER

District of North Vancouver

Child Care Action Plan

Appendix A:

Glossary of Types of Childcare

Appendix A – Glossary of Types of Child Care

Child Care Type		Ages	Max Group Size
LICENSED CHILD CARE Licensed child care facilities are monitored and regularly inspected by regional health authorities. They must meet specific requirements for health and safety, staffing qualifications, record keeping, space and equipment, child-to-staff ratios, and programming.	Group child care – under 3 years	From birth to 36 months	12 children
	Group child care – 2.5 years old to school age	From 30 months to school age (Kindergarten)	25 children
	Group child care – school age (before- and after-school care)	School age (Kindergarten and up)	24 children from Kindergarten and Grade 1; **or** 30 children from Grade 2 and older with no Kindergarten or Grade 1 children present
	Multi-age child care	From birth to 12 years old	8 children, having no more than 3 children younger than 36 months old and, of those 3, no more than one child younger than 12 months old; **or** having no more than 3 children younger than 36 months old
	In-home multi-age child care	From birth to 12 years old	8 children, having no more than 3 children younger than 36 months old and, of those 3, no more than one child younger than 12 months old; **or** having no more than 3 children younger than 36 months old
	Family child care	From birth to 12 years old	7 children, having no more than 3 children younger than 48 months old and, of those 3, no more than one child younger than 12 months old; **or** having no more than 4 children younger than 48 months old and, of those 4, no more than 2 children younger than 24 months old
	Preschool – 2.5 years old to school age	From 30 months to school age (Kindergarten)	20 children
	Occasional child care	18 months old and up	16 children if children under 36 months are present; **or** 20 children if children under 36 months are not present

REGISTERED LICENSE-NOT-REQUIRED CHILD CARE These are unlicensed care providers. They must have registered with a Child Care Resource and Referral Centre. To register, operators must have completed: criminal record checks (for everyone over age 12 living in the home), character references, a home safety assessment, first aid training, and child care training courses or workshops.	From birth to 12 years	**Only** 2 children or a sibling group who are not related to them
LICENSE-NOT-REQUIRED CHILD CARE These child care providers can operate legally in B.C. They are not registered or licensed and are not monitored or inspected. Unlicensed child care providers do not have to meet health or safety standards. Parents and guardians are responsible for overseeing the care and safety of their children in these care arrangements.	From birth to any age	**Only** two children or a sibling group who are not related to them
IN-CHILD'S-OWN-HOME CARE This unlicensed care is when parents arrange for child care at home – like a nanny or a baby-sitter. Children from other families cannot be included in this care. The care provider cannot be a relative who lives in the home. It is not legally required to monitor this care. No specific qualifications are required for the child care provider. Parents or guardians must decide how to screen and hire the child care provider who becomes their employee.	n/a	Children from other families cannot be included in this care.

For further information about staff-to-child ratios, staff qualifications, and settings for each child care type as well as additional information, please refer to the Government of BC website.

DISTRICT OF NORTH VANCOUVER

District of North Vancouver

Child Care Action Plan

Appendix B:

Key Findings from Research & Promising Practices

Appendix B - Key Findings from Research & Promising Practices

Introduction

Municipalities across British Columbia are developing child care strategies and action plans to address their unique child care needs. To support municipalities in this process, a literature review was undertaken to identify best practices and understand the role of municipalities with respect to child care provision. The review explored the following guiding questions:

1. What are the elements/indicators of a high-quality early learning and child care system?
2. What does the research tell us about quality child care at the individual program level?
3. What does the research tell us about auspice and who is operating the child care programs?
4. What is the broader context for child care?
5. What is the role of local governments in the delivery of a high quality child care system?
6. What are promising practices for local planning and service delivery?

This document summarizes key findings of the literature review, structured according to the above questions.

1. What are the elements/indicators of a quality early learning and child care system?

Overall

There is an inherent benefit to having a system in place to meet the needs of the community, families, and individuals. A system can be defined as an established framework that creates interrelationships between and among different groups with the purpose of meeting an identified need; in this case, quality, affordable, and accessible child care. [1]

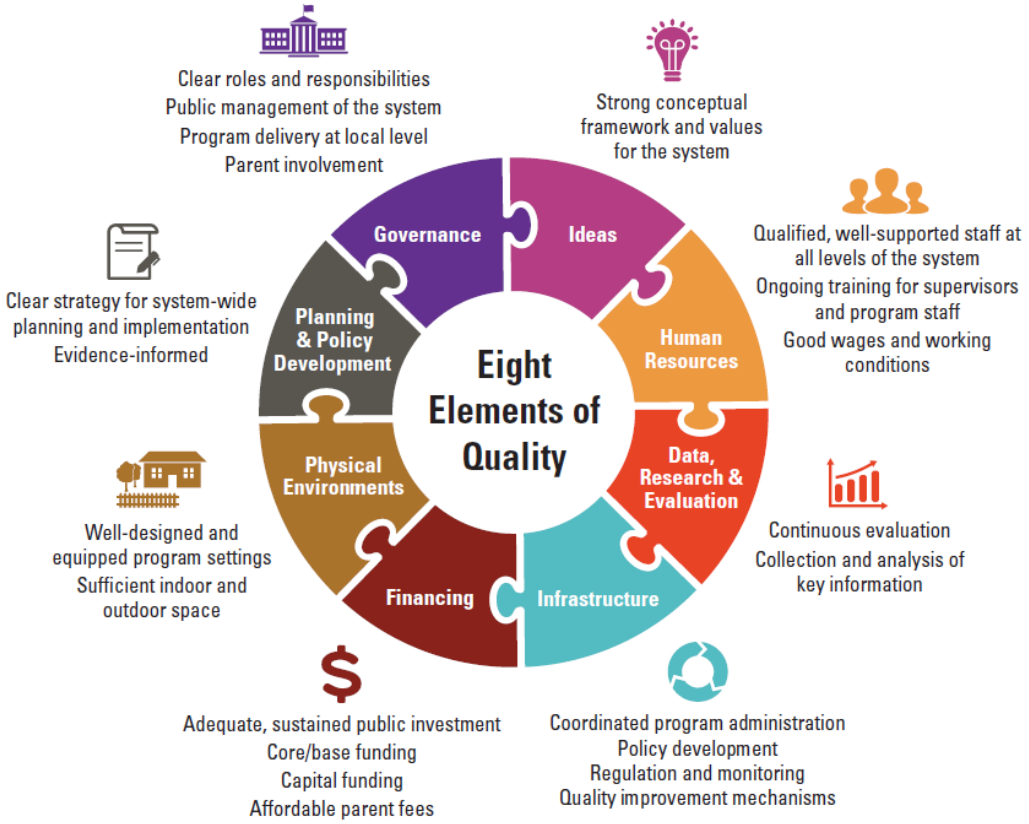
It is accepted that there are eight interconnected elements of a quality early learning and child care system[2]:

- Ideas;
- Governance;
- Infrastructure;
- Planning and policy development;
- Financing;
- Human resources;
- Physical environment; and,
- Data, research and evaluation.

Robust public policy is critical for providing the foundation for the system to be built upon. In Canada, child care is viewed as a provincial jurisdiction; accordingly, Canada presently does not have comprehensive public policy on quality child care. Child care in Canada is therefore described by the Organisation for Economic Co-operation and Development (OECD) as "fragmented, often of dubious quality and characterized by unequal access."[3] Nonetheless, within the literature and amongst early childhood professionals, consensus has been reached on the important aspects of an early learning and child care system. Notably, the Province of British Columbia has committed to an ambitious "systemic" approach to universal child care with a focus on quality, affordability, and accessibility. *Childcare BC: A New Day for Families & Providers in B.C* is a provincial plan specifically focused on establishing a quality child care system and adheres to the eight elements outlined by Friendly and Beach (2005), as shown in Figure 1.

[1] Arnold, R.D., & Wade, P.J. (2015). A definition of systems thinking: A systems approach. *Procedia Computer Science, 44*, 669-678.
[2] Friendly, M., & Beach, J. (2005). High quality early learning and childcare system. *Child Resource and Research Unit, 1-8.*
.

Figure 1: Overview of each of the eight elements of a quality child care system[3,4]



Source: Martha Friendly and Jane Beach, (2005). Elements of a high quality learning and child care system.

As stated, planning and policy is one of the eight elements of a quality system and an important driver for social change. In 2012, the OECD released the *Starting Strong III: A Quality Toolbox for Early Childhood Education and Care*—a document that includes "five policy levers that are likely to enhance quality" of child care.[5] The policy levers are:

- Setting out quality goals and regulations;
- Designing and implementing curriculum and standards;
- Improving qualifications, training and working conditions;
- Engaging families and communities; and,
- Advancing data collection, research and monitoring.

This toolbox can be used when considering policy implementation aimed at creating quality child care. In addition, this toolbox should be referenced to support policy decisions at the municipal level when developing an action plan that recognizes the importance of quality child care.

[3] Friendly, M., Doherty, G., & Beach, J. (2005). Quality by design: What do we know about quality in early learning and childcare, and what do we think? A literature review. *Childcare Resource and Research Unit*, 1-32.
[4] Region of Waterloo Children's Services. (2016). *Early Learning and Childcare Service Plan: 2016-2020 Executive Summary.* https://www.regionofwaterloo.ca/en/living-here/resources/Documents/Childrens-Services-/ELCC-Service-Plan-Executive-Summary-access.pdf
[5] OECD. (2012). Starting Strong III: A Quality Toolbox for Early Childhood Education and Care, OECD Publishing. http://dx.doi.org/10.1787/9789264123564-en

Inclusion and Accessibility

When developing a quality early learning and child care system, it is critical to ensure the system meets the diverse needs of children and, in particular, those that belong to vulnerable and/or marginalized groups. While there is no "one size fits all" framework that can be implemented, there are promising practices that consistently arise when inclusivity and accessibility are considered. A comprehensive global literature review was conducted on the accessibility of early childhood education for children from ethnic minority and low-income families, which documents some of these promising practices.[6] Based on the literature review, Vanderbroeck and Lazzari (2012) propose three levels from which an inclusive and accessible system can be built:

- Policy level (e.g., availability of services, quality regulations, monitoring);
- Provisions level (e.g., services available for irregular work hours, number of spaces meets the demand, waitlist criteria); and,
- Parental level (e.g., access to informal network and information about ECE, language, and cultural considerations).

To address challenges associated at each of the levels, five principles of good practice should be considered:[7]

- Availability: Do families have access to child care in their neighborhood?
- Affordability: Are fees based on income?
- Accessibility: Are there language, cultural, and/or physical barriers? Is outreach being conducted to reach marginalized and vulnerable population groups who might not have access to information or a trusting relationship with child care centres?
- Usefulness: Are there flexible opening hours? Are families involved in the child care centre decision making processes?
- Comprehensibility: Are the values, beliefs and educational practices of the organization comprehensive and reflected of diverse needs? Do diverse staff work at the centre?

In Canada, a national "Indigenous Early Learning and Childcare Framework" was developed to ensure child care systems meet the needs of Indigenous children and families. This framework was created with Indigenous partners across Canada through a national engagement strategy and culminated with nine principles to strengthen Indigenous early learning and childcare. This framework can be found here: https://www.canada.ca/en/employment-social-development/programs/indigenous-early-learning/2018-framework.html

[6] Vandenbroeck, M., & Lazzari, A. (2012). Accessibility of early childhood education and care (ecec) for children from ethnic minority and low-income families.
[7] Vanderbroeck & Lazzari, 2012

Workforce

A quality workforce is required to operate an effective child care system. In recent years, there have been many studies and reviews on what constitutes a quality workforce.[8,9] The latest national labour market review on child care workforce, completed in 2004, determined "a skilled, stable workforce is the critical determinant of high quality in child care settings, and the quality of child care environments influences child development outcomes."[10] Despite this clear outcome statement, the present day workforce continues to face challenges similar to those faced by workers at the time of the 2004 review. Bertrand (2004) highlighted that workers were negatively impacted by many factors. Low wages, for example, led to increased job stress and disincentivized higher education. These issues were compounded by a lack of public investment to mitigate the negative experiences the workforce encountered, resulting in child care that lacked adequate quality.[11] Over recent years, there have been child care advocates that continue to strive towards creating a child care system that is considered "high quality." Fundamental to a high-quality system is a workforce that is appropriately remunerated, has access to affordable education and professional development opportunities, and is supported through public policy.[12]

Recently, the Canada-British Columbia Labour Market Development Agreement funded a study on the *BC Childcare Sector Labour Market Partnership* and the City of Vancouver completed a survey on *Wages and Working Conditions in Vancouver centre-based childcare programs*. Both of these studies validated the findings from Bertrand's 2004 literature review: low wages remain, education and professional development are difficult to obtain, and retaining or recruiting skilled employees is a challenge.[13] In an attempt to address these challenges, the Ministry of Children and Family Development created an *Early Care and Learning Recruitment Strategy*. The strategy outlines a plan to:

- Increase compensation for early childhood educators working in facilities that are participating in BC's Childcare Fee Reduction Initiative;
- Expand funding to post-secondary programs in early childhood education, bursaries available to students, and funds to facilities to support employees while they participate in education/training; and,
- Create more professional development opportunities.

Creating a more sustainable and supported workforce will take time; however, the research conducted nationally, provincially and locally identifies a path forward. Investment in the child care workforce is essential in creating a quality child care system.

---

[8] Bertrand, J. (2004). Working for Change: Canada's Childcare Workforce. *Childcare Human Resources Sector Council*, 1-75. ; Early Childhood Educators of BC. (N.D.). BC Childcare Sector Labour Market Partnership: Phase 1 Final Engagement Report. Retrieved from https://www.ecebc.ca/programs/files/1218_Childcare%20SLMP%20-%20Final%20Report%20.pdf

[9] Forer, B. (2018). 2018 Wages and working conditions survey: Vancouver Centre-Based Childcare Programs, Westcoast Childcare Resource Centre and the City of Vancouver. Retrieved from https://www.wstcoast.org/application/files/1215/3776/1533/WCCRC_Vancouver_child_care_wage_survey_exec_sum_web_10_pg_Sept_19_2018-web.pdf

[10] Betrand, p.13, 2004.

[11] Bertrand, 2004.

[12] Bertand, 2004.

[13] BC Childcare Sector Labour Market Partnership: Phase 1 Final Engagement Report, 2018; Forer, 2018.

2. What does the research tell us about quality childcare at the individual program level?

As discussed in the last section, there is increasing recognition that there are necessary, essential elements at the broader systems level to ensure that quality at an individual or program level is the norm rather than the exception. These systems-level elements include infrastructure, financing, governance, planning, human resources, physical environments, research, data collection and evaluation. Most aspects of quality fall within provincial jurisdiction and are outside the scope of a local municipal government; however, it is important to recognize what indicates quality child care at the individual program level.

High quality at an individual program level means honouring children where they are at, supporting children, and giving them opportunities to develop and learn through play and a safe environment.[14] In 2019, the British Columbia Ministry of Education released an *Early Learning Framework* that outlines the key factors that contribute to quality programs including different practices that can be implemented to advance child learning. This framework should be referenced when developing or evaluating child care programs. Furthermore, extensive research has been done to establish the contributing factors that foster a high-quality program, which Friendly, Doherty, and Beach (2005) briefly outline in their literature review of quality child care. For example, at a relational level, reporting of positive relationships between families and providers, among colleagues, and between children and staff is indicative of quality care. Additionally, when staff are more educated, feel appreciated, and are well supported, the quality of care increases. Planned programming and a strong curriculum that is tailored to meet the diverse needs of children further enhances the quality of care.

In addition to establishing an overall positive environment for children, employees, and families, along with the implementation of a strong curriculum, there has been evidence that a well-designed indoor/outdoor space is important in supporting the development of children under five years of age.[15] Although standards for child care spaces are developed provincially, municipalities are able to establish child care design standards that are more in line with best practices, such as the "7C's" (character, context, connectivity, change, chance, clarity, and challenge). For example, the provincial standards recommend less than 7 sq. m of outdoor space per child, but the City of Vancouver, in their design guidelines, has increased that requirement to 14 sq. m per child (globally, standards are as high as 32 sq. m per child). The City of Vancouver has also recognized the correlation of well-designed outdoor space with quality individual programs and has taken important steps to improving child care quality through municipal policy. The design of indoor spaces is important, as "the arrangement of furniture, structures, and objects in a space sends messages about how people can move and relate to others."[16] How space is designed and used inevitably impacts the individual program quality.

As demonstrated, the research indicates that there are several factors contributing to the development of high-quality individual child care programs. Centres that focus on building quality indoor and outdoor spaces, developing relationships with families, creating a positive work environment, and implementing structured curriculum have greater success in meeting the needs of children and establishing a quality child care centre.

---

[14] British Columbia Early Learning Framework. Ministry of Education. 2019 https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework

[15] Herrington, S., Lesmeister, C., Nicholls, J., & Stefiuk, K. (N.D.). 7Cs: an informational guide to young children's outdoor play spaces. Retrieved from file:///T:/10-RC/Current%20Projects/1-E515_City%20of%20Coquitlam_Child%20Care%20Action%20Plans_080719/Lit%20Review/Quality%20at%20Program%20Level/7Cs%20Outdoor%20Playground%20Research%20%20Herrington.pdf

[16] Ministry of Education, p.23, 2019

3. What does the research tell us about auspice – who is operating the child care programs?

Doherty, Friendly, and Forer (2002) describe the term 'child care auspice' as those who run or operate the child care market service.[17] Research has shown that the operator of child care facilities plays a major role in the quality of provision. There are three types of child care auspices in Canada[18]:

- Not-for-profit child care services;
- For-profit child care services; and,
- Publicly operated child care services (i.e., services directly operated by a public entity, such as a municipal government or a board of education).

There is a substantial amount of research on these three auspices from Canada, United States of America, Britain, and New Zealand. Analysis of research data from Canada-wide studies on the quality of licensed child care centres have indicated that:

- For-profit centres were of lower quality than not-for-profit and publicly operated centres;[19]
- For-profit centres' lower quality is not only related to lower access to public funds and resources but also due to a multitude other issues related to for-profit care;[20,21] and,
- The highest quality child care was found in municipally operated, public child care centres.[22]

Research on auspice has consistently demonstrated that for-profit centres are of lower quality and perform worse on global evaluation scales compared to not-for-profit and publicly operated centres.[23,24] Using data from British Columbia, researchers found that for-profit centres are disproportionately more likely to close than not-for-profit centres.[25] Table 1 shows that, in contrast to not-for-profit centres, for-profits typically provide less teaching support, salary schedule, staff policies, job performance appraisals, and grievance procedures. These contributing factors could result in the high staff turnover and lower morale observed within for-profit centres.

[17] Doherty, G., Friendly, M., & Forer, B. (2002). Childcare by default or design? An exploration of differences between non-profit and for-profit Canadian childcare centres using the "You Bet I Care!" data sets. *Childcare Resource and Research Unit, Centre for Urban and Community Studies*, 75.
[18] Doherty, Friendly,& Forer , 2002.
[19] Doherty, Friendly, & Forer, 2002.
[20] Childcare Resource and Research Unit, (2011). Briefing Note: What research says about quality in for-profit, non-profit and public childcare. Toronto: Author.
[21] Cleveland, G., & Krashinsky, M. (2009). The nonprofit advantage: Producing quality in thick and thin childcare markets. Journal of Policy Analysis and Management, 28(3)
[22] Cleveland, G. (2008). *If it don't make dollars, does that mean that it don't make sense? Commercial, nonprofit and municipal childcare in the city of Toronto.* Toronto: City of Toronto, Children's Services Division.
[23] Childcare Resource and Research Unit, 2011.
[24] Kershaw, P., Forer, B. & Goelman, H. (2004). Hidden fragility: Closure among childcare services in BC. Vancouver: Human Early Learning Partnership, University of British Columbia.
[25] Childcare Resource and Research Unit, 2011.

*Table 1: Comparison between non-profit and commercial child care written policies and formal procedures**

Variable	Auspice	Average (%)
Teaching staff have written job descriptions	Non-profit	73.4
	Commercial (for-profit)	46.5
Teaching staff have written job contracts	Non-profit	41.7
	Commercial (for-profit)	22.2
There is a written salary schedule	Non-profit	29.2
	Commercial (for-profit)	12.1
There is a staff manual outlining staff policies	Non-profit	70.9
	Commercial (for-profit)	57.2
Teaching staff receive regular written job performance appraisals	Non-profit	38.5
	Commercial (for-profit)	11.2
There is a formal grievance procedure	Non-profit	31.5
	Commercial (for-profit)	15.3

*Table Source: Staff questionnaire from both *YBIC!* datasets for all centres in Alberta, British Columbia and New Brunswick combined. From Doherty, Friendly and Forer (2002). Note: Data from 147 non-profit and 163 commercial centres.

Other possible reasons for-profit centres tend to have higher turnover and lower morale may be due to the fact they are more likely to have a higher proportion of untrained staff, lower wages, higher child-to-staff ratios[26], and minimal benefits concerning sick leave. Less in-service training, holidays, and pensions are also noted[27]; as a result, staff turnover rates are lower in not-for-profit, non-religiously affiliated centres, and highest in for-profit independent centres.

Lastly, the highest-quality child care auspice was found to be in municipally operated public child care centres. According to Doherty, Friendly and Forer (2002), municipal centres actively support non-profit agencies that serve their residents and may therefore have the best quality across all age groups. It is also important to note that Section 25 of the *BC Community Charter* [28] states that there are legislative prohibitions on local government assistance to businesses; due to this, city-owned child care facilities can only be operated by the municipality or by not for-profit operators, and not by for-profits.

4. What is the broader context for child care?

Understanding the broader context for child care is a key pillar to developing a strategy that is feasible at the municipal level. This part of the review will examine the broader international context for child care, the federal role in child care, and the provincial role of child care provision. By having a comprehensive understanding of the child care context, local governments can be better equipped to position themselves in the conversation.

[26] Doherty, Friendly, and Forer, 2002.
[27] Penn, H. (2012) Childcare markets: Do they work? Occasional Paper No. 26. Childcare Resource and Research Unit.
[28] British Columbia (2019). Community Charter, SBC 2003 Chapter 26.

International Context

Accessing child care and establishing child care arrangements is a universal need for families; as a result, multi-country studies have been conducted to contribute to the global child care context.[29] [30] From these international studies, there are key findings to be gleaned. Most notably, when Canada participates in international reviews, the country is determined to have an unfavourable system and receives among the lowest scores on quality child care. For example, in 25 OECD countries, child care systems were reviewed on 10 benchmarks, and Canada tied for the lowest score with Ireland. Sweden was the only country to reach all benchmarks. The benchmarks were as follows:[31]

1. A minimum entitlement to paid parental leave: At least one year at 50% of salary, with provision for unemployed or self-employed individuals;
2. A national plan with priority for disadvantaged children;
3. Minimum level of child care provision for children under 3 years of age: Subsidized, regulated services for at least 25% of children under 3;
4. Minimum level of access for 4-year-olds: At least 80% of 4-year-olds participate in publicly subsidized and accredited early childhood services for at least 15 hours/week;
5. Minimum level of training for all staff: At least 80 per cent of staff having significant contact with young children have relevant training;
6. A move towards pay and working conditions in line with wider teaching or social care professions: At least 50% have a minimum of at least three years of post-secondary education, with recognized qualification in early childhood;
7. Minimum staff to children ratio: Maximum group size of 24 for 4-year-olds;
8. Level of public funding for children 0-6 years of age of at least 1% of GDP;
9. Child poverty of less than 10%; and,
10. Universal outreach.

When these benchmarks are reached, countries are likely to experience greater gender equality, lower poverty rates, and enhanced protection of the rights of children. As quality, accessible, affordable, child care systems and services are being developed in British Columbia and implemented at a municipal level, it is valuable to understand the positive impacts reaching these benchmarks has on communities—and strive to create environments where reaching these milestones are possible.

Figure 2: Early Childhood Services Report Card - UNICEF Innocenti Research Centre report The Childcare Transition

[29] Organisation for Economic Co-operation and Development. (2019). Early childhood education and care-country information. Retrieved from http://www.oecd.org/education/school/ecec-country-information.htm
[30] UNICEF Innocenti Research Centre. (2008). The childcare transition: A league table of early childhood education and care in economically advanced countries
[31] UNICEF Innocenti Research Centre, 2008. Proxy measure for basic health services: the rate of mortality less than 4 per 1,000 live births; proportion of low birthweight babies is less than 6%; the rate of immunization for children 12-23 months is greater than 95%.

Benchmark		1	2	3	4	5	6	7	8	9	10
	Number of benchmarks achieved	Parental leave of 1 year at 50% of salary	A national plan with priority for disadvantaged children	Subsidized and regulated child care services for 25% of children under 3	Subsidized and accredited early education services for 80% of 4 year-olds	80% of all child care staff trained	50% of staff in accredited early education services tertiary educated with relevant qualification	Minimum staff-to-children ratio of 1:15 in pre-school education	1.0% of GDP spent on early childhood services	Child poverty rate less than 10%	Near-universal outreach of essential child health services
Sweden	10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Iceland	9		✓	✓	✓	✓	✓	✓	✓	✓	✓
Denmark	8	✓	✓	✓	✓		✓	✓	✓	✓	
Finland	8	✓	✓	✓		✓		✓	✓	✓	✓
France	8	✓	✓	✓	✓	✓	✓		✓	✓	
Norway	8	✓	✓	✓	✓			✓	✓	✓	✓
Belgium (Flanders)	6		✓	✓	✓		✓			✓	✓
Hungary	6		✓		✓	✓	✓	✓		✓	
New Zealand	6		✓	✓	✓	✓	✓	✓			
Slovenia	6	✓	✓	✓		✓	✓				✓
Austria	5		✓		✓	✓		✓		✓	
Netherlands	5		✓	✓		✓	✓	✓			
United Kingdom*	5		✓	✓	✓	✓	✓				
Germany	4		✓		✓		✓	✓			
Italy	4		✓		✓	✓	✓				
Japan	4		✓		✓	✓					✓
Portugal	4		✓		✓	✓	✓				
Republic of Korea	4		✓			✓	✓				✓
Mexico	3		✓			✓	✓				
Spain	3				✓	✓	✓				
Switzerland	3					✓		✓		✓	
United States	3			✓			✓	✓			
Australia	2			✓			✓				
Canada	1						✓				
Ireland	1						✓				
Total benchmarks met	126	6	19	13	15	17	20	12	6	10	8

*Data for the United Kingdom refer to England only.

Federal Role

Although child care in Canada is primarily a provincial responsibility, the federal government plays an important role in the child care system. For instance, the federal government provides direct child care funding support to three specific population groups: First Nations, Metis, and Inuit children and families; families serving in the Canadian military; and some newcomers to Canada enrolled in language programs. Different levels of support are provided for each population group. Some examples include providing resources for the Aboriginal Head Start on Reserve program, emergency child care for military families, and child care for immigrant or newcomers enrolled in language classes. The federal government also provides maternity and parental benefits through Employment Insurance to eligible parents. These benefits enable eligible parents to stay home with their newborn for up to 18 months with pay at a reduced rate. Additionally, the federal government has allocated funds to implement the *Multilateral Early Learning and Childcare Framework* and the *Indigenous Early Learning and Childcare Framework*. The Province of British Columbia has a bilateral agreement in place and received $153 million in 2018, with the following priority areas of investment:[32]

- Enhance the accessibility of child care options by increasing the number of spaces;
- Increase affordability of child care, beginning with infant/toddler care;
- Enhance the quality of licensed child care programs by supporting the training and professional development of early childhood educators;
- Enhance equity through targeted investment in underserved communities (Indigenous families, families with children with special needs, and young parents completing their secondary education) improving access to inclusive, affordable, and flexible child care programs

Provincial Role

In Canada, provinces and territories maintain primary responsibility for child care oversight and management. In British Columbia, the system is complex and generally spans across three ministries: the Ministry of Children and Family Development, Ministry of Health, and Ministry of Education. Table 2 outlines the different responsibilities across each ministry.

Table 3 Provincial Ministry Responsibilities

Ministry	Responsibility
Ministry of Children and Family Services	• Child care policy including cooperating on the Early Learning Framework • Child care programs and services funding • Fee subsidies • Early Childhood Registry • Capital funds
Ministry of Health	• Childcare legislation • Licensing and Monitoring (implemented by regional Health Authorities, follows the BC Childcare Licensing Regulation)
Ministry of Education	• Led the development of Early Learning Framework • StrongStart BC

[32] Government of Canada. (2018). Canada-British Columbia Early Learning and Childcare Agreement Retrieved from https://www.canada.ca/en/early-learning-child-care-agreement/agreements-provinces-territories/british-columbia.html#h2

Creating universal, affordable, quality child care was established as a priority following the 2017 provincial election. Since the election, the government has completed the following:

- Committed to reconciliation by providing funding for Aboriginal Head Start programs to include child care;
- Developed the Childcare Fee Reduction initiative;
- Created The Affordable Childcare Benefit;
- Committed to create 22,0000 new spaces by 2021;
- Established Universal Childcare Prototype Sites;
- Distributed Capital funding via:
    - Childcare BC New Spaces Fund;
    - UBCM Community Childcare Space Creation Program; and,
- Announced wage increases for Early Childhood Educators.

The Province plays an important role in advancing accessible, affordable, quality child care programs and the current government has demonstrated a desire to enhance the existing system in British Columbia through a multitude of new initiatives. Ultimately, however, child care services are provided at a local, community level and municipalities hold immense responsibility in fostering a system that provides affordable, accessible, and quality child care.

5. What is the role of local governments in the delivery of a high quality child care system?

Local government plays an important role in the delivery of high-quality child care systems. Planning, designing, managing, and implementing programs are common roles and responsibilities of local government.[33] Similarly, school districts may collaborate with the local government to create policy documents and strategic plans in order to implement change at the district level.[34] Local community members are encouraged to voice their opinions and concerns in regards to the services offered within the community.[35] By collaborating with community partners, local governments are able to determine the strengths, weaknesses, and gaps present within the current system and address change accordingly.[36]

Despite the important role of local government, research suggests that their level of responsibility within the child care sector has diminished over time—allowing provincial governments to act as key decision makers.[37] Most provinces, except Ontario, restrict local government participation to only select decision making processes. For example, in British Columbia, municipalities can choose to invest in child care but there is no legislated municipal responsibility to do so. This poses challenges for local governments when trying to meet the needs of its residents.[38] Therefore, evidence suggests that building strong intergovernmental relationships can help overcome barriers and support local governments' efforts to provide more equitable, high-quality child care services.[39]

The Province has made several recommendations for municipalities to support local child care needs.[40] These include:

---

[33] Friendly, Doherty, & Beach, 2005.
[34] Provincial Office for the Early Years. (N.D.). Early years in BC school districts: A scan of promising practices.
[35] Friendly, Doherty, & Beach, 2005.
[36] Friendly, Doherty, & Beach, 2005.
[37] McNeil, C., & Cory, G. (2017). The future of childcare in London: Devolving funding for greater affordability, access and equality. *Institute for Public Policy Research,* 17-27.
[38] Jenson, J., & Mahon, R. (2002). Bringing cities to the table: Childcare and intergovernmental relations. *Canadian Policy Research Network, 26,* 2-9.
[39] Jenson & Mahon, 2002.
[40] Provincial Office for the Early Years. (N.D.). Municipalities: Top 13 actions to support local childcare needs. http://nanaimoearlyyears.org/resources/Research%20and%20Resources/municipalities%20top%2013%20actions%20for%20child%20care%20needs.pdf

- Having experienced staff members who are familiar with the processes and municipal requirements for child care providers;
- Updating bylaws in accordance with legislation to improve clarity;
- Creating land-use bylaws to create new child care spaces;
- Work with school districts to promote joint use of space; and,
- Assemble a cross-sectoral child care planning team.

Evidence suggests that lowering municipal fees and expanding the proportion of not-for-profit child care facilities can help support local child care demands. Other actions that municipalities can take include developing child care plans, establishing a child care planning body, streamlining municipal processes, and offering employees access to child care services.[41]

6. What are promising practices for local planning and service delivery?

In Canada, municipalities have implemented a variety of strategies to plan for and provide quality child care. To date, there has been no research on "best practices" of child care in Canadian municipalities; accordingly, this section will instead explore "promising practices" that have emerged across Canada, followed by promising practices currently underway in British Columbia.

Promising Practices in Canada

Insights about quality child care can be acquired by examining the practices of municipalities across Canada. Although provincial legislation largely dictates the role of local municipalities, the Region of Waterloo and City of Toronto serve as two case studies of local governments that have taken initiative in creating a quality child care system at the municipal level. The *Region of Waterloo's Early Learning and Childcare Service Plan (2016-2020)* is a prime example of a quality-focused child care plan in action. Waterloo created their child care plan around four pillars: availability, affordability, accessibility, and accountability.[42] Action items were then developed that centred on those four pillars. The action items prioritize inter-government relationship, reducing fees for families, supporting diverse needs, and building relationships with school boards to offer public child care.

In regards to public delivery of child care, the City of Toronto is one of the largest providers of publicly operated child care services in North America.[43] Toronto was able to become a leader in public child care by allocating "20% of the budget for fee subsidies, wage grants, family resource programs and resources for special needs children, and 50% of administration costs."[44] The Province of Ontario subsequently pays the remainder of costs. The Region of Waterloo and City of Toronto are two municipalities that have leveraged provincial legislation to meet the needs of their respective communities regarding quality child care.

Beyond these two case studies, municipalities across the country are seeking to create environments that support quality child care. In 2016, the Muttart Foundation in Alberta developed a report, *Engaging Alberta Municipal Level Governments in Support of Early Learning and Care*, which served the purpose of building a conversation around promising practices for municipal governments. This report takes a comprehensive look at municipal practices in Alberta, Ontario, and Saskatchewan, and culminates in offering suggestions about Albertan municipal roles and responsibilities around regional management and planning, support for services and service delivery, research, and public awareness.[45] This report can be used by municipalities to understand the context of promising practices taking place elsewhere.

[41] Provincial Office for the Early Years, N.D
[42] Region of Waterloo, 2016
[43] Public childcare profile: Toronto, Ontario, 2009
[44] Public childcare profile: Toronto, Ontario, p.1, 2009
[45] The Muttart Foundation. (2016). Engaging Alberta Municipal Level Governments in Support of Early Learning and Care.

When reviewing promising practices in Canada, it is vital to recognize that city planners play an important role in creating quality child care. Holt (2018) has summarized some promising practices surrounding planning policies and their effect on the development of child care services. Although the report is geared towards Winnipeg, Holt (2018) effectively explores the impact of policies, financing, zoning, regulatory requirements, and partnerships on the child care system at the municipal level and stated the following as trends in promising practices:[46]

1. Municipalities recognize that access to early learning child care services contribute to the social and economic wellbeing of communities; it helps to support families, healthy child development, and future economic growth and prosperity;
2. Municipalities provided financial incentives to support child care services;
3. Municipalities took steps to encourage early learning and child care spaces through land use and zoning regulations; and,
4. Collaborations and partnerships played a vital role in creating quality child care.

Promising Practices in British Columbia

Many municipalities in British Columbia have undertaken important steps towards building quality child care. Metro Vancouver, in order to better understand landscape of municipal child care policies and regulations, recently conducted the *Municipal Survey of Childcare Spaces and Policies in Metro Vancouver*.[47] Key findings from this report were as follows:[48]

- 8 Metro Vancouver municipalities have a stand-alone child care strategy;
- 11 municipalities identify child care facilities as a community amenity in the development approval process;
- 15 municipalities support child care through the provision of municipal building spaces (rent-free, reduced lease, or market lease)—the space may be made available on a single property or on multiple sites;
- 6 municipalities offer grants for child care capital projects, while 4 municipalities offer grants for child care operating costs; and,
- 8 municipalities offer property tax exemptions.

Three examples of municipalities with child care strategies include the City of New Westminster, City of Richmond, and City of Vancouver. These strategies can be used to review promising practices at the local level and help inform future child care plans. The most recent plan was developed by the City of Richmond; within this plan is a promising practices review focused on the City of Vancouver and City of New Westminster. The review examines strategies these municipalities have used to create spaces, inform planning and policy developments, and build partnerships. A promising practice undertaken by both the City of New Westminster and City of Richmond was the undertaking of a needs assessment within the municipality to inform planning and policy development. When needs assessments are conducted, municipalities are able to have a better understanding of existing gaps and strengths.[49] In regards to space creation, both the City of Vancouver and City of New Westminster have provided funding through grants that enable not-for-profit centres to expand, renovate, or repair facilities; Richmond has also proposed a similar grants program in their action plan. This funding, in turn, provides families with more access to quality, accessible, and affordable child care.

---

[46] Holt, C. (2018). Planning for childcare: The impact of planning policies and strategies on the development of early learning and childcare spaces in Winnipeg, Manitoba.

[47] Metro Vancouver. (2019). 2019 survey of licensed childcare spaces and policies in Metro Vancouver.

[48] City of Richmond. (2016). 2017-2022: Richmond childcare needs assessment and strategy.

[49] City of Richmond, 2016

The final promising practice discussed in the City of Richmond's child care strategy was the focus on building partnerships and collaborating across sectors (e.g., school districts, local organizations, and provincial government). Arguably, building partnerships is the way "municipalities can make the most of their resources to address child care issues."[50] Notably, the City of Vancouver and the City of Burnaby have made relationship building a priority. The City of Vancouver established the Joint Childcare Council (JCC) in 2004, which brings together the City of Vancouver, the Vancouver Parks Board, the Vancouver Board of Education, Vancouver Coastal Health, and the Vancouver Public Library, along with community agencies and business representatives in order to create quality child care. Since its creation, the JCC has collaborated on the creation of over 1,000 new child care spaces including the creation of a number of child care centres at schools.

The City of Burnaby developed a Childcare Facilities Memorandum and Agreement (MOA) in 2014 with School District 41 in order to "build up to twelve child care facilities in modular buildings on School District lands."[51] This agreement is one of the first of its kind across the province and may be a pivotal relationship for establishing quality child care. In addition, in October 2019, the Burnaby School District confirmed a partnership to increase the number of before and after school child care spaces, as outlined in their project definition report, *Before and After School Childcare: Creating a Plan for Childcare Opportunities within the Burnaby School District*.[52]

Although each municipality across British Columbia has unique needs, there are many trends and promising practices which can be applied to any municipal child care plan. By reviewing existing plans, municipalities are able to better understand practices that will help meet the child care needs of their community and strive towards creating a quality, affordable and accessible child care system.

[50] City of Richmond, p.23 2016
[51] City of Richmond, p.23 2016
[52] Burnaby School District 41. (2019). Project definition report: Before and after school childcare: Creating a plan for childcare opportunities within the Burnaby school district.

References

Arnold, R.D., & Wade, P.J. (2015). A definition of systems thinking: A systems approach. *Procedia Computer Science, 44,* 669-678.

Betrand, J. (2004). Working for Change: Canada's Childcare Workforce. *Childcare Human Resources Sector Council*, 1-75.

British Columbia (2019). Community Charter, SBC 2003 Chapter 26 Retrieved from http://www.bclaws.ca/civix/document/id/complete/statreg/03026_03

Canadian Union of Public Employees. (2009). Public childcare profile: Toronto, Ontario

Childcare Resource and Research Unit, (2011). Briefing Note: What research says about quality in for-profit, non-profit and public childcare. Toronto: Author.

City of Richmond. (2016). 2017-2022: Richmond childcare needs assessment and strategy.

Cleveland, G. (2008). *If it don't make dollars, does that mean that it don't make sense? Commercial, nonprofit and municipal childcare in the city of Toronto*. Toronto: City of Toronto, Children's Services Division.

Cleveland, G., & Krashinsky, M. (2004). The Quality Gap: A Study of Non-profit and Commercial Childcare Centres in Canada. Scarborough: University of Toronto

Cleveland, G., & Krashinsky, M. (2009). The nonprofit advantage: Producing quality in thick and thin childcare markets. *Journal of Policy Analysis and Management*, 28(3)

Doherty, G., Friendly, M., & Forer, B. (2002). Childcare by default or design? An exploration of differences between non-profit and for-profit Canadian childcare centres using the "You Bet I Care!" data sets. *Childcare Resource and Research Unit, Centre for Urban and Community Studies*, 75. Retrieved from http://www.childcarecanada.org/sites/default/files/OP18.pdf

Early Childhood Educators of BC. (2018). BC Childcare Sector Labour Market Partnership: Phase 1 Final Engagement Report. Retrieved from https://www.ecebc.ca/programs/files/1218_Childcare%20SLMP%20-%20Final%20Report%20.pdf

Forer, B. (2018). 2018 Wages and working conditions survey: Vancouver Centre-Based Childcare Programs, Westcoast Childcare Resource Centre and the City of Vancouver. Retrieved from https://www.wstcoast.org/application/files/1215/3776/1533/WCCRC_Vancouver_child_care_wage_survey_exec_sum_web_10_pg_Sept_19_2018-web.pdf

Friendly, M., & Beach, J. (2005). High quality early learning and childcare system. *Child Resource and Research Unit, 1-8.*

Friendly, M., Doherty, G., & Beach, J. (2005). Quality by design: What do we know about quality in early learning and childcare, and what do we think? A literature review. *Childcare Resource and Research Unit*, 1-32.

Government of Canada. (2018). Canada-British Columbia Early Learning and Childcare Agreement Retrieved from https://www.canada.ca/en/early-learning-child-care-agreement/agreements-provinces-territories/british-columbia.html#h2

Herrington, S., Lesmeister, C., Nicholls, J., & Stefiuk, K. (N.D.). 7Cs: an informational guide to young children's outdoor play spaces. Retrieved from file:///T:/10-RC/Current%20Projects/1-E515_City%20of%20Coquitlam_Child%20Care%20Action%20Plans_080719/Lit%20Review/Quality%20at%20Program%20Level/7Cs%20Outdoor%20Playground%20Research%20%20Herrington.pdf

Holt, C. (2018). Planning for childcare: The impact of planning policies and strategies on the development of early learning and childcare spaces in winnipeg, manitboa.

Jenson, J., & Mahon, R. (2002). Bringing cities to the table: Childcare and intergovernmental relations. *Canadian Policy Research Network, 26,* 2-9.

Kershaw, P., Forer, B. & Goelman, H. (2004). Hidden fragility: Closure among childcare services in BC. Vancouver: Human Early Learning Partnership, University of British Columbia

McNeil, C., & Cory, G. (2017). The future of childcare in London: Devolving funding for greater affordability, access and equality. *Institute for Public Policy Research*, 17-27.

Ministry of Education. (2019). British Columbia Early Learning Framework. Retrieved from https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework

The Muttart Foundation. (2016). Engaging Alberta Municipal Level Governments in Support of Early Learning and Care.

OECD (2012). Starting Strong III: A Quality Toolbox for Early Childhood Education and Care, OECD Publishing. http://dx.doi.org/10.1787/9789264123564-en

Organisation for Economic Co-operation and Development. (2019). Early childhood education and care-country information. Retrieved from http://www.oecd.org/education/school/ecec-country-information.htm

Penn, H. (2012) Childcare markets: Do they work? Occasional Paper No. 26. Childcare Resource and Research Unit

Provincial Office for the Early Years. (N.D.). Early years in BC school districts: A scan of promising practices.

Provincial Office for the Early Years. (N.D.). Municipalities: Top 13 actions to support local childcare needs. http://nanaimoearlyyears.org/resources/Research%20and%20Resources/municipalities%20top%2013%20actions%20for%20child%20care%20needs.pdf

Region of Waterloo. (2016). Region of waterloo children's services: Early learning and childcare service plan 2016-2020 executive summary. Waterloo: Ontario Retrieved from https://www.regionofwaterloo.ca/en/living-here/resources/Documents/Childrens-Services-/ELCC-Service-Plan-Executive-Summary-access.pdf

Spicer, N. (2015). A municipal survey of childcare spaces and policies in metro Vancouver.

UNICEF Innocenti Research Centre. (2008). The childcare transition: A league table of early childhood education and care in economically advanced countries

Vandenbroeck, M., & Lazzari, A. (2012). Accessibility of early childhood education and care (ecec) for children from ethnic minority and low-income families.

DISTRICT OF NORTH VANCOUVER

District of North Vancouver

Child Care Action Plan

Appendix C:

Community Profile

District of North Vancouver
Child Care Action Plan

District of North Vancouver-Child Care Action Plan

Community Profile

Social Planning and Research Council of British Columbia, April 2020

Table of Contents

FIGURE 1: CHILD POPULATION STATISTICS, CHILDREN BIRTH TO 2 YEARS, DISTRICT OF NORTH VANCOUVER, 2006 AND 2016 1

FIGURE 2: CHILD POPULATION STATISTICS, CHILDREN 3 TO 5 YEARS, DISTRICT OF NORTH VANCOUVER, 2006 AND 2016 1

FIGURE 3: CHILD POPULATION STATISTICS, CHILDREN 6 TO 12 YEARS, DISTRICT OF NORTH VANCOUVER, 2006 AND 2016 2

FIGURE 4: NUMBER OF CHILDREN BY AGE GROUP & PLANNING NEIGHBORHOODS, DISTRICT OF NORTH VANCOUVER, 2016 2

FIGURE 5: POPULATION PROJECTIONS, NORTH VANCOUVER, BY AGE GROUP 2020 TO 2035 3

FIGURE 6: NUMBER OF CHILDREN IN LONE PARENT FAMILIES 3

FIGURE 7: PERCENTAGE OF LONE PARENT FAMILIES BY NUMBER OF CHILDREN & PLANNING NEIGHBOURHOOD, 2016 4

FIGURE 8: MEDIAN FAMILY INCOME, FAMILIES WITH CHILDREN UNDER 6, HELP NEIGHBOURHOODS, 2015 4

FIGURE 9: MEDIAN FAMILY INCOME, LONE FEMALE FAMILIES WITH CHILDREN UNDER 6, HELP NEIGHBOURHOODS, 2015 5

FIGURE 10: LOW INCOME, BASED ON THE LOW INCOME MEASURE (AFTER-TAX), HELP NEIGHBOURHOODS, 2015 5

FIGURE 11: LOW INCOME, BASED ON THE LOW INCOME MEASURE (AFTER-TAX), LONE FEMALE FAMILIES, HELP NEIGHBOURHOODS, 2015 6

FIGURE 12: PERCENT WHO DO NOT SPEAK ENGLISH OR FRENCH AT HOME BY PLANNING NEIGHBOURHOODS, 2016 6

FIGURE 13: OWNERS PAYING 30% OR MORE OF INCOME ON SHELTER, BY PLANNING NEIGHBOURHOODS, 2016 7

FIGURE 14: RENTERS PAYING 30% OR MORE OF INCOME ON SHELTER, BY PLANNING NEIGHBOURHOODS, 2016 7

FIGURE 15: INDIGENOUS POPULATION, BY PLANNING NEIGHBOURHOODS, 2016 8

FIGURE 16: INDIGENOUS POPULATION DISTINCTIONS, BY PLANNING NEIGHBOURHOODS, 2016 8

FIGURE 17: PERCENT IMMIGRANT POPULATION, BY PLANNING NEIGHBOURHOODS, 2016 9

FIGURE 18: IMMIGRANTS BREAKDOWN BY GENERATION STATUS, BY PLANNING NEIGHBOURHOODS, 2016 9

FIGURE 19: PERCENT VISIBLE MINORITIES, BY PLANNING NEIGHBOURHOODS, 2016 10

FIGURE 20: VISIBLE MINORITY POPULATION NUMBERS, BY PLANNING NEIGHBOURHOODS, 2016 10

FIGURE 21: PEOPLE WHO WORK WITHIN OR OUTSIDE OF THE DISTRICT OF NORTH VANCOUVER, 2016 11

FIGURE 22: PEOPLE WHO HAVEN'T MOVED, OR WHO HAVE MOVED WITHIN OR OUT OF THE DISTRICT OF NORTH VANCOUVER, 2016 11

EDI (EARLY DEVELOPMENT INSTRUMENT), SCHOOL DISTRICT 44, WAVE 7 12

MDI (MIDDLE YEARS DEVELOPMENT INSTRUMENT), SCHOOL DISTRICT 44, 2017/2018 25

MDI (MIDDLE YEARS DEVELOPMENT INSTRUMENT), SCHOOL DISTRICT 44, 2017/2018 30

NEIGHBOURHOOD MAPS: CHILD POPULATION AND CHILD CARE 35

2016 POPULATION AGES 0-2 AND LOCATION OF CHILD CARE SPACES 35

2016 POPULATION AGES 0-2 AND LOCATION OF CHILD CARE SPACES 36

2016 POPULATION AGES 3-4 AND LOCATION OF CHILD CARE SPACES 37

2016 POPULATION AGES 3-4 AND LOCATION OF CHILD CARE SPACES 38

2016 POPULATION AGES 5-12 AND LOCATION OF CHILD CARE SPACES 39

2016 POPULATION AGES 5-12 AND LOCATION OF CHILD CARE SPACES 40

CHILD CARE SPACES PER POPULATION 41

CHILD CARE (GROUP) SPACES FOR CHILDREN 0-2, DISTRICT OF NORTH VANCOUVER 41

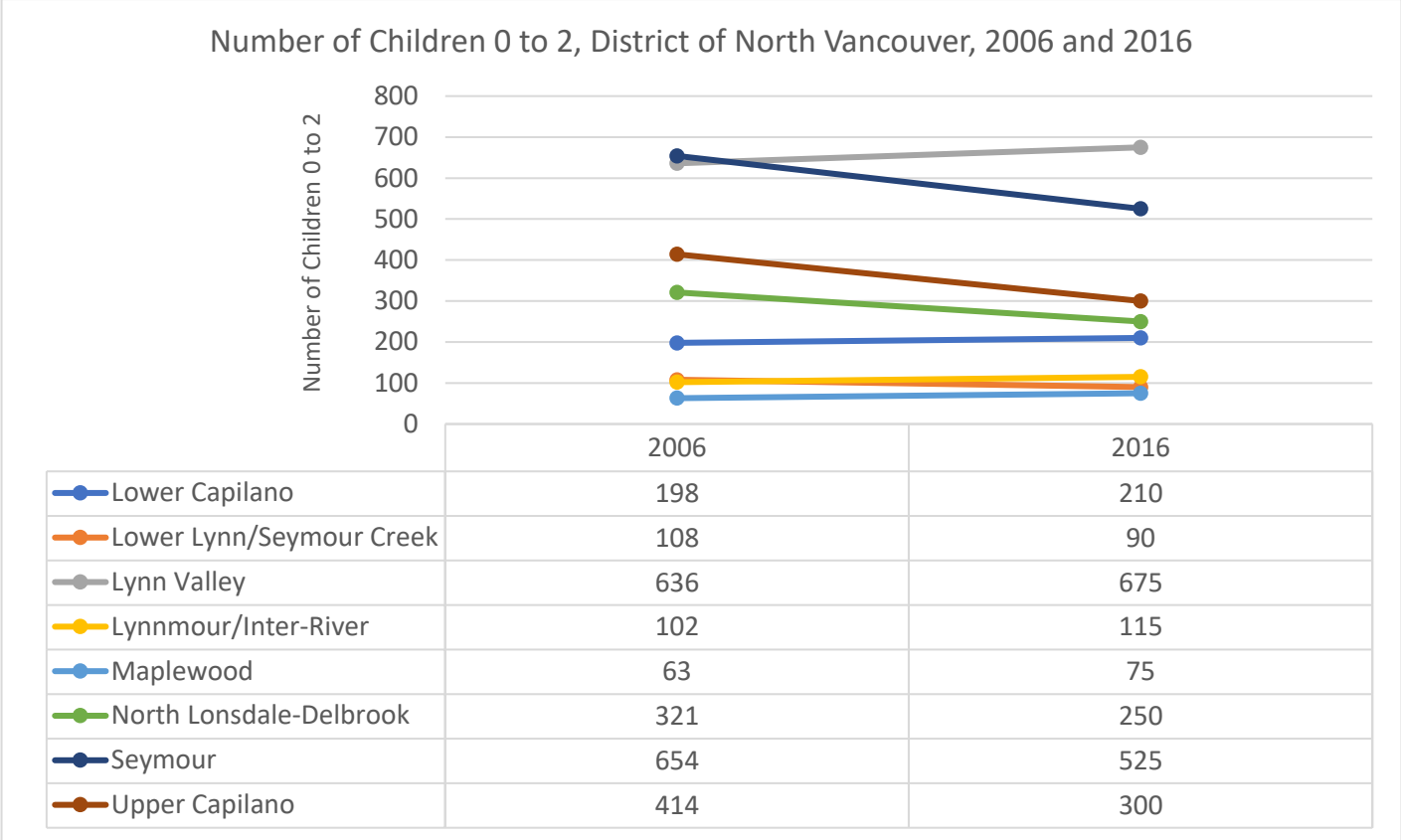
CHILD CARE (GROUP) SPACES FOR CHILDREN 3-5, DISTRICT OF NORTH VANCOUVER 41

CHILD CARE (GROUP) SPACES FOR CHILDREN 6-12, DISTRICT OF NORTH VANCOUVER 42

ADDITIONAL CHILD CARE SPACES 42

FIGURE 23: CHILD CARE PROGRAMS AND SPACES BY SERVICE TYPE AND AUSPICE, CITY OF NORTH VANCOUVER, 2019 42

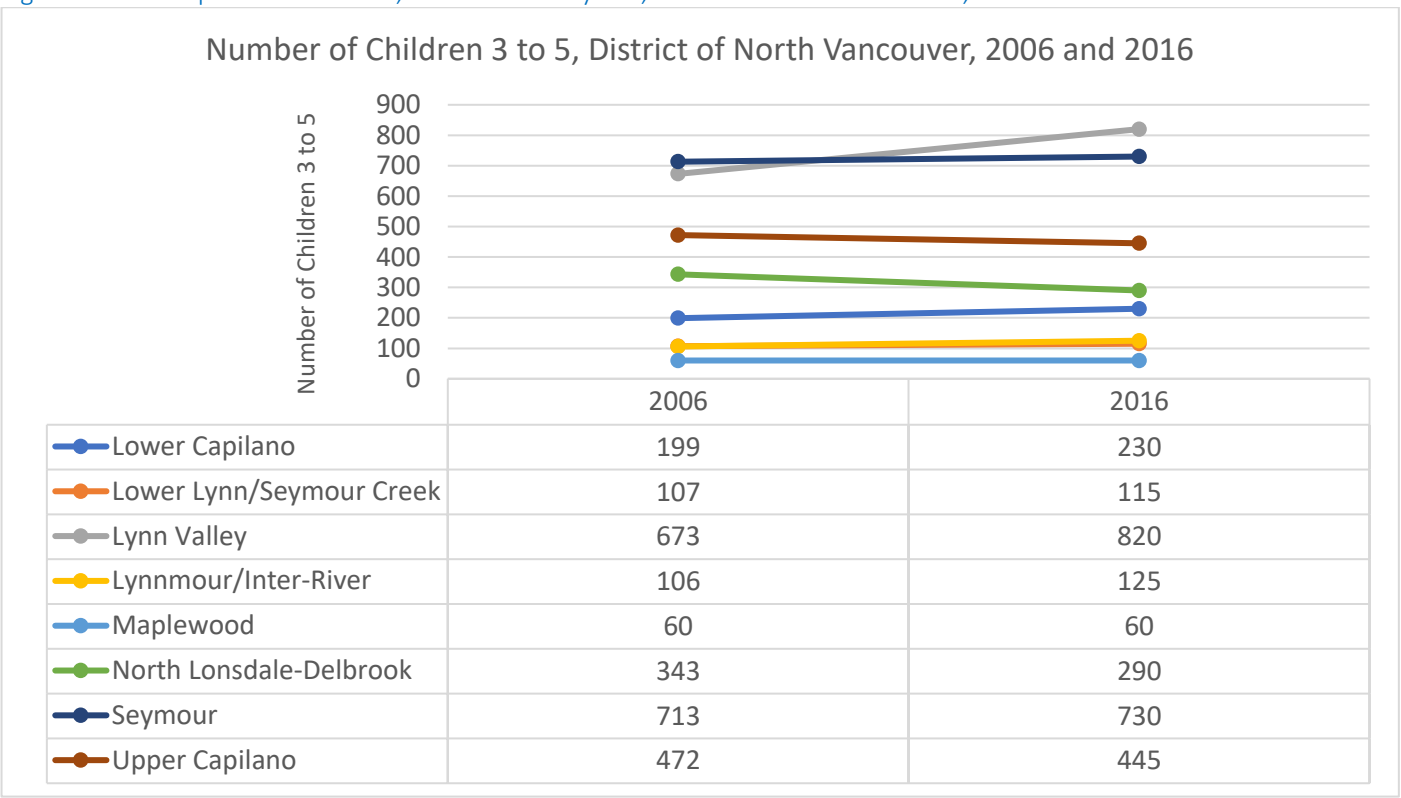
Figure 1: Child Population Statistics, Children birth to 2 years, District of North Vancouver, 2006 and 2016



	2006	2016
Lower Capilano	198	210
Lower Lynn/Seymour Creek	108	90
Lynn Valley	636	675
Lynnmour/Inter-River	102	115
Maplewood	63	75
North Lonsdale-Delbrook	321	250
Seymour	654	525
Upper Capilano	414	300

**Source: Statistics Canada, 2016 Census of Population*

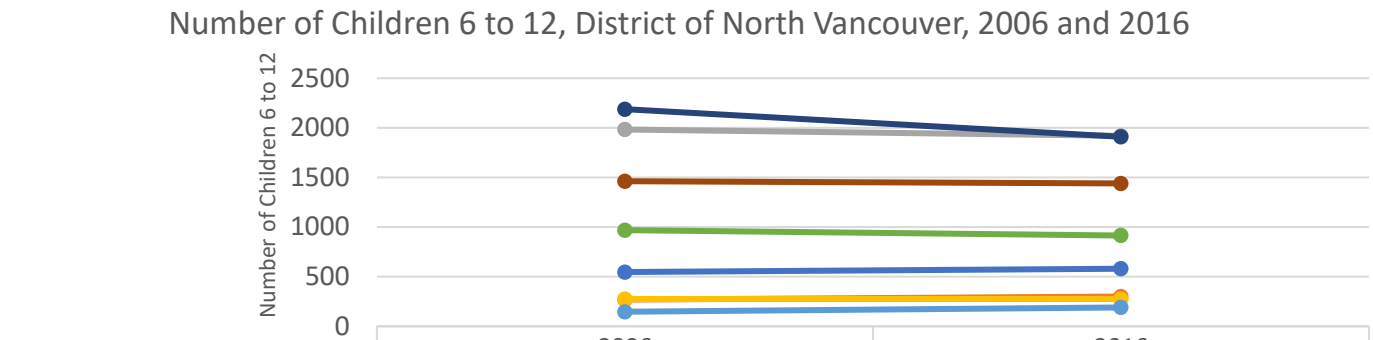
Figure 2: Child Population Statistics, Children 3 to 5 years, District of North Vancouver, 2006 and 2016



	2006	2016
Lower Capilano	199	230
Lower Lynn/Seymour Creek	107	115
Lynn Valley	673	820
Lynnmour/Inter-River	106	125
Maplewood	60	60
North Lonsdale-Delbrook	343	290
Seymour	713	730
Upper Capilano	472	445

Source: Statistics Canada, 2016 Census of Population

Figure 3: Child Population Statistics, Children 6 to 12 years, District of North Vancouver, 2006 and 2016



	2006	2016
Lower Capilano	547	580
Lower Lynn/Seymour Creek	269	300
Lynn Valley	1983	1920
Lynnmour/Inter-River	275	275
Maplewood	147	190
North Lonsdale-Delbrook	969	915
Seymour	2188	1910
Upper Capilano	1462	1440

Source: Statistics Canada, 2016 Census of Population

Figure 4: Number of Children by Age Group & Planning Neighborhoods, District of North Vancouver, 2016

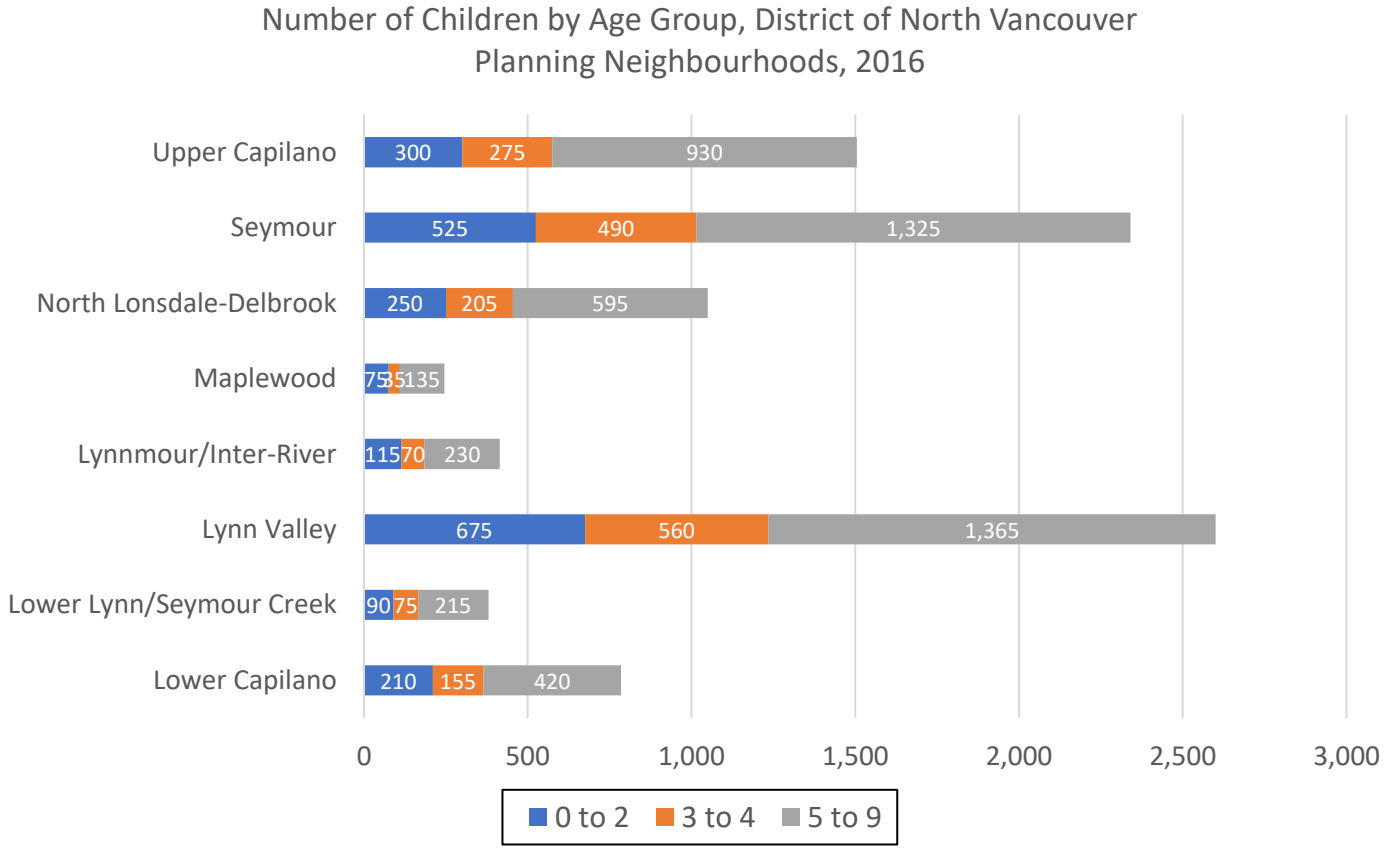
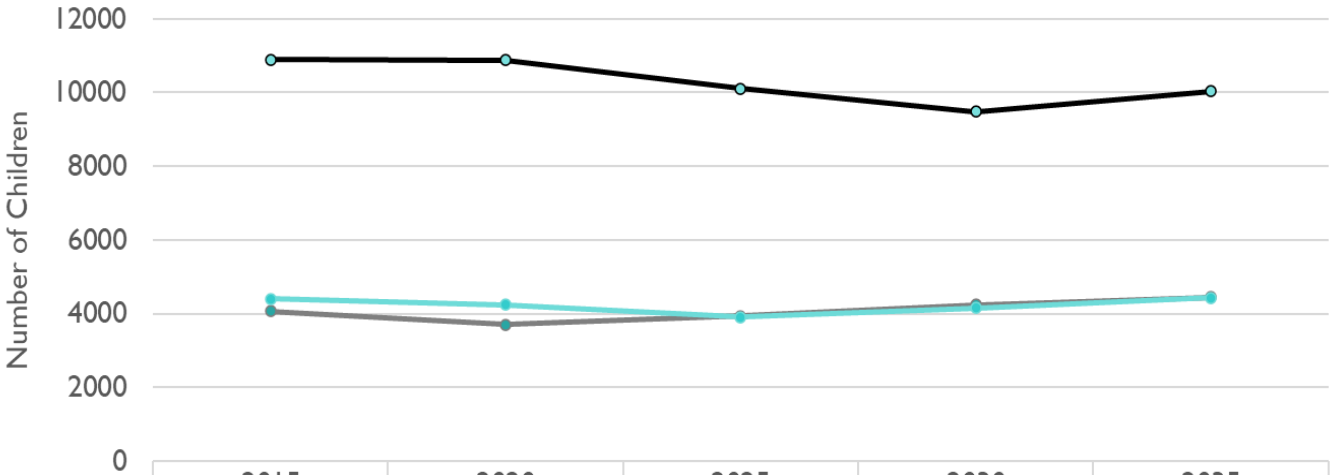


Figure 5: Population Projections, North Vancouver, by Age Group 2020 to 2035



	2015	2020	2025	2030	2035
	North Vancouver				
0 to 2	4070	3697	3939	4234	4448
3 to 5	4404	4246	3907	4155	4427
6 to 12	10896	10884	10112	9477	10040

Figure 6: Number of Children in Lone Parent Families

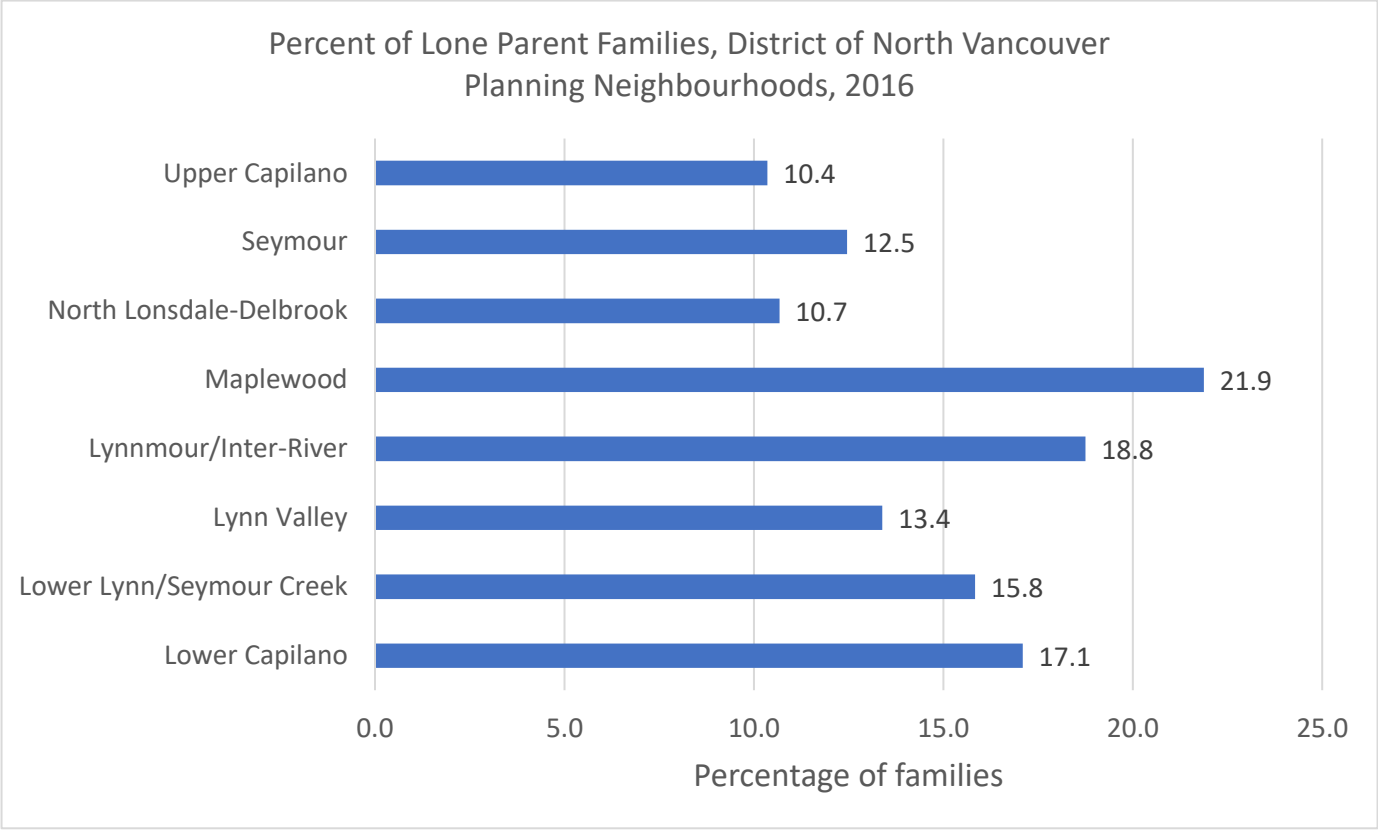


Figure 7: Percentage of Lone Parent Families by Number of Children & Planning Neighbourhood, 2016

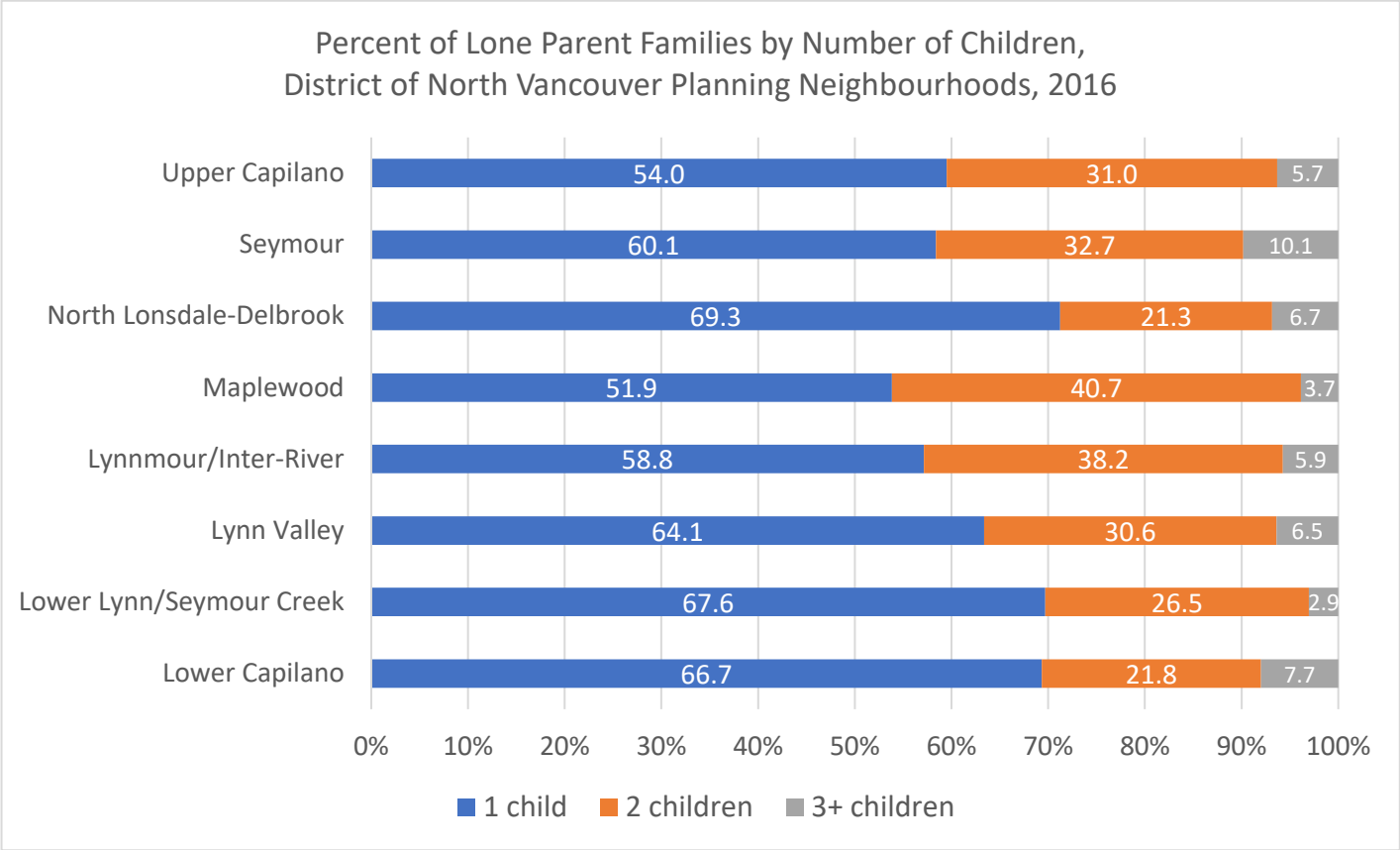


Figure 8: Median Family Income, Families with Children Under 6, HELP Neighbourhoods, 2015

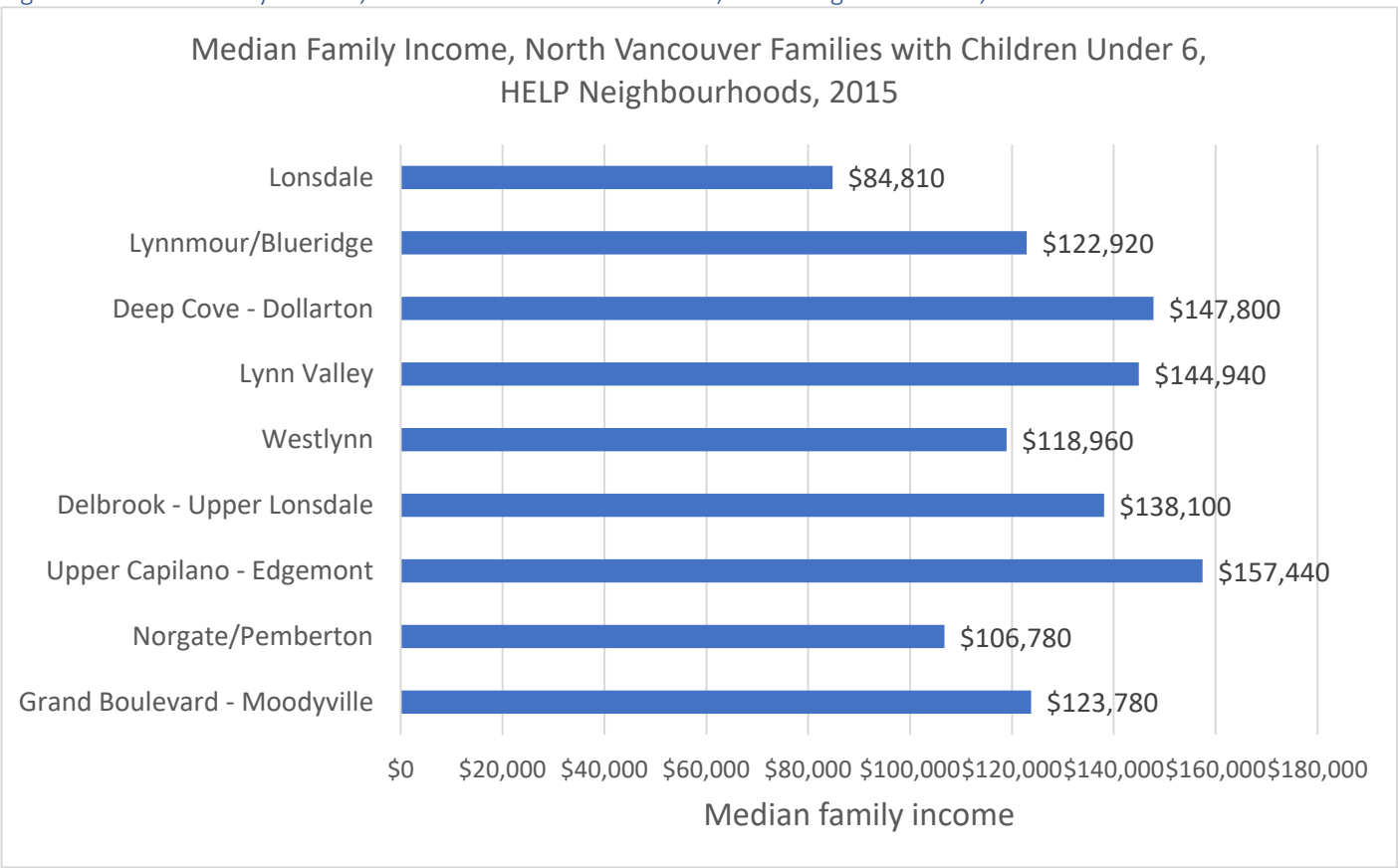


Figure 9: Median Family Income, Lone Female Families with Children Under 6, HELP Neighbourhoods, 2015

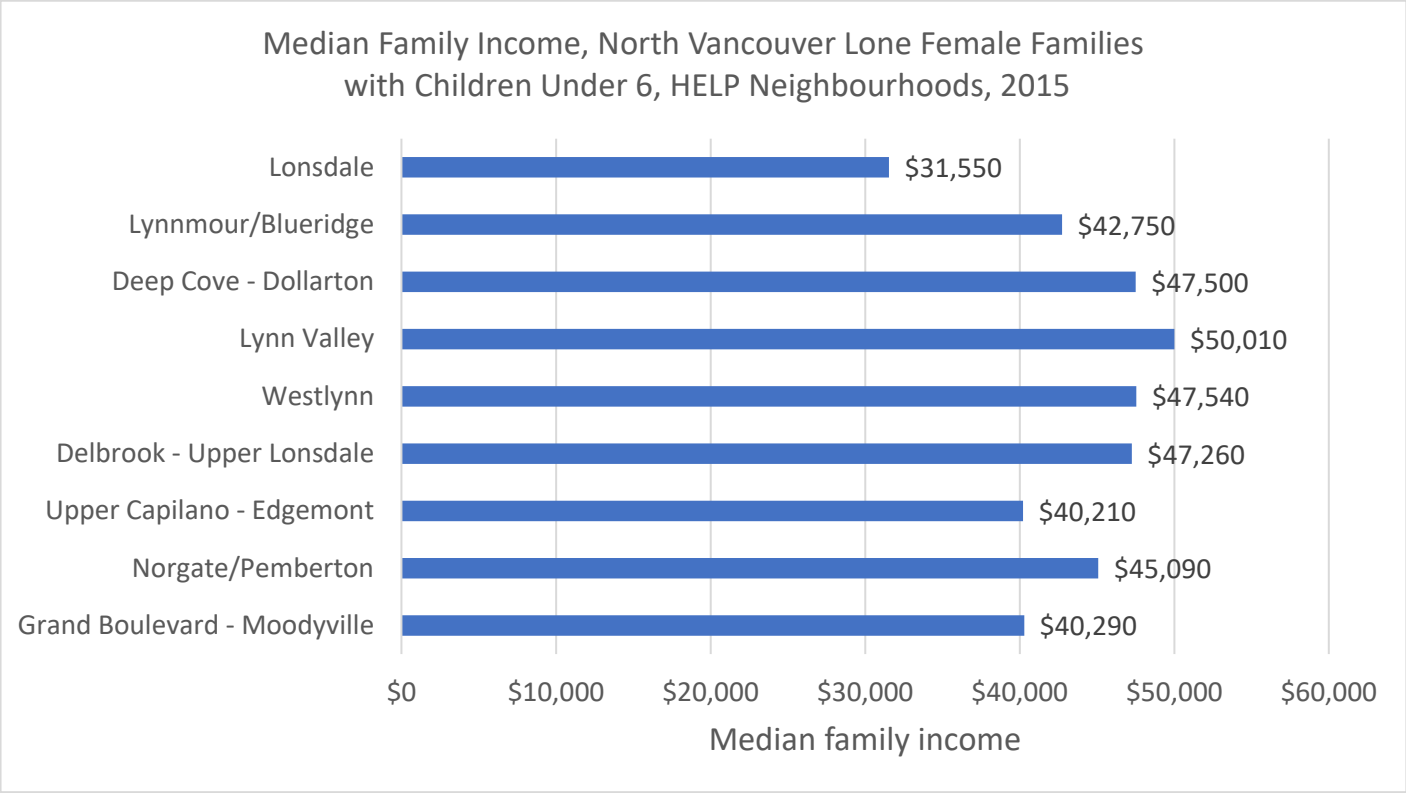


Figure 10: Low Income, based on the Low Income Measure (after-tax), HELP Neighbourhoods, 2015

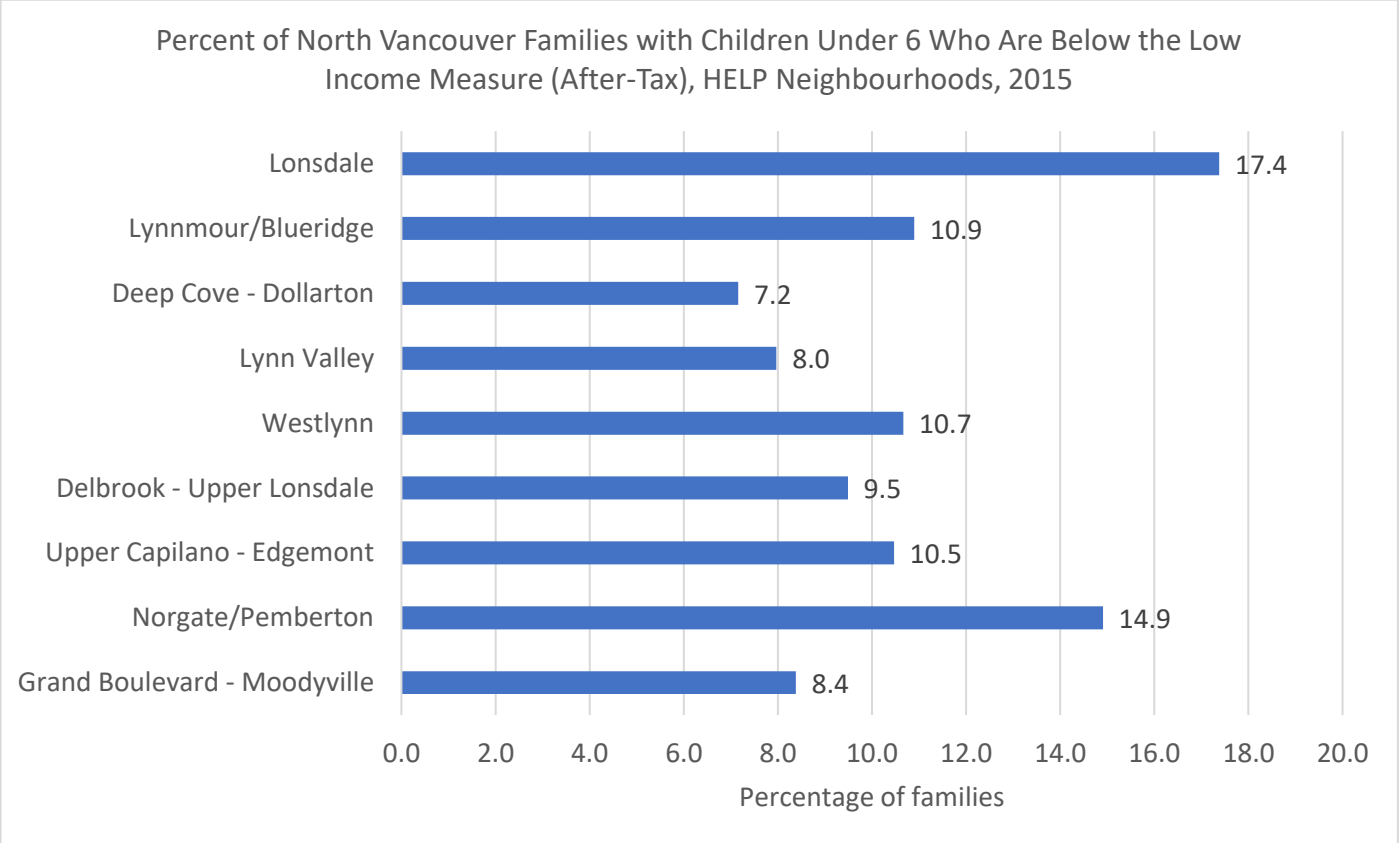


Figure 11: Low Income, based on the Low Income Measure (after-tax), Lone Female Families, HELP Neighbourhoods, 2015

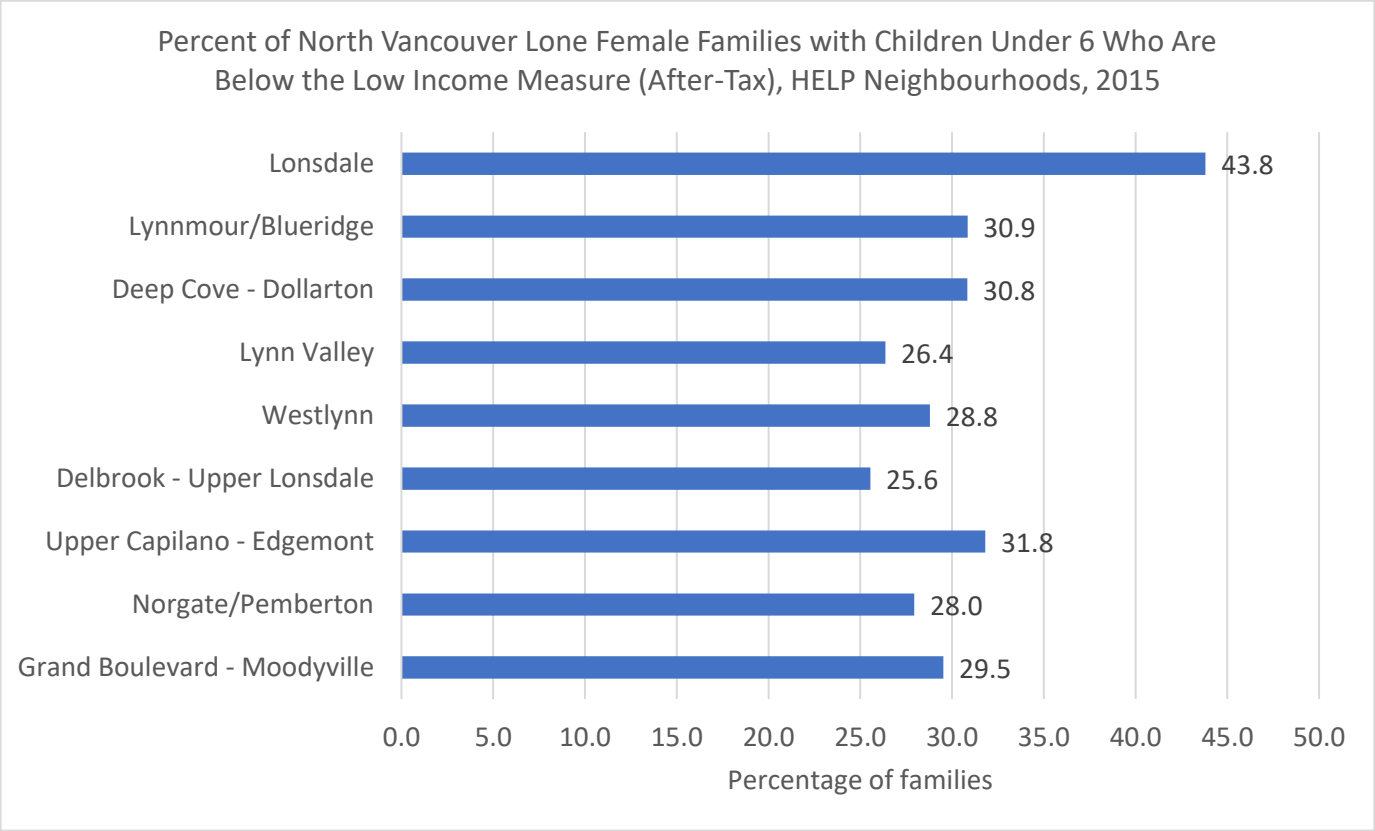


Figure 12: Percent who do not speak English or French at Home by Planning Neighbourhoods, 2016

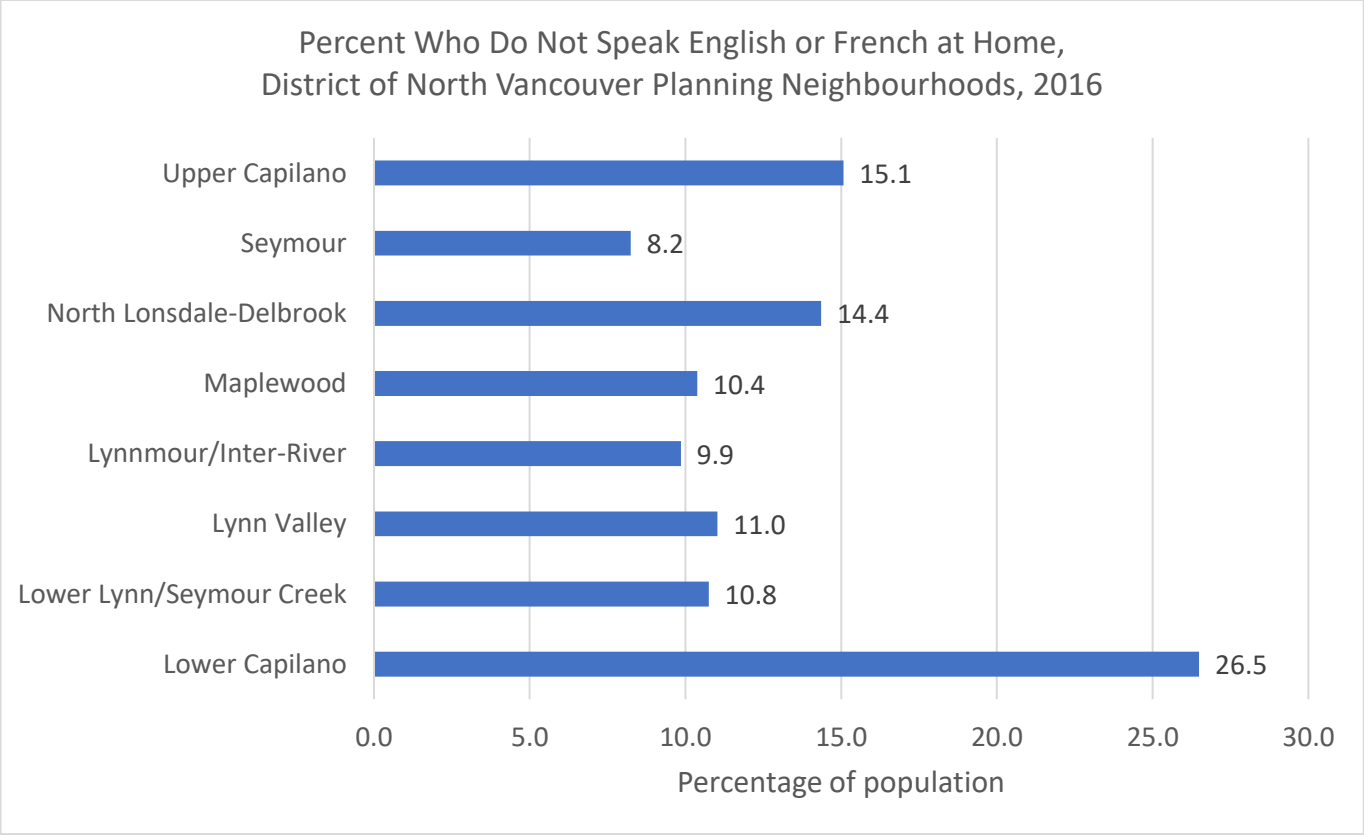


Figure 13: Owners Paying 30% or More of Income on Shelter, by Planning Neighbourhoods, 2016

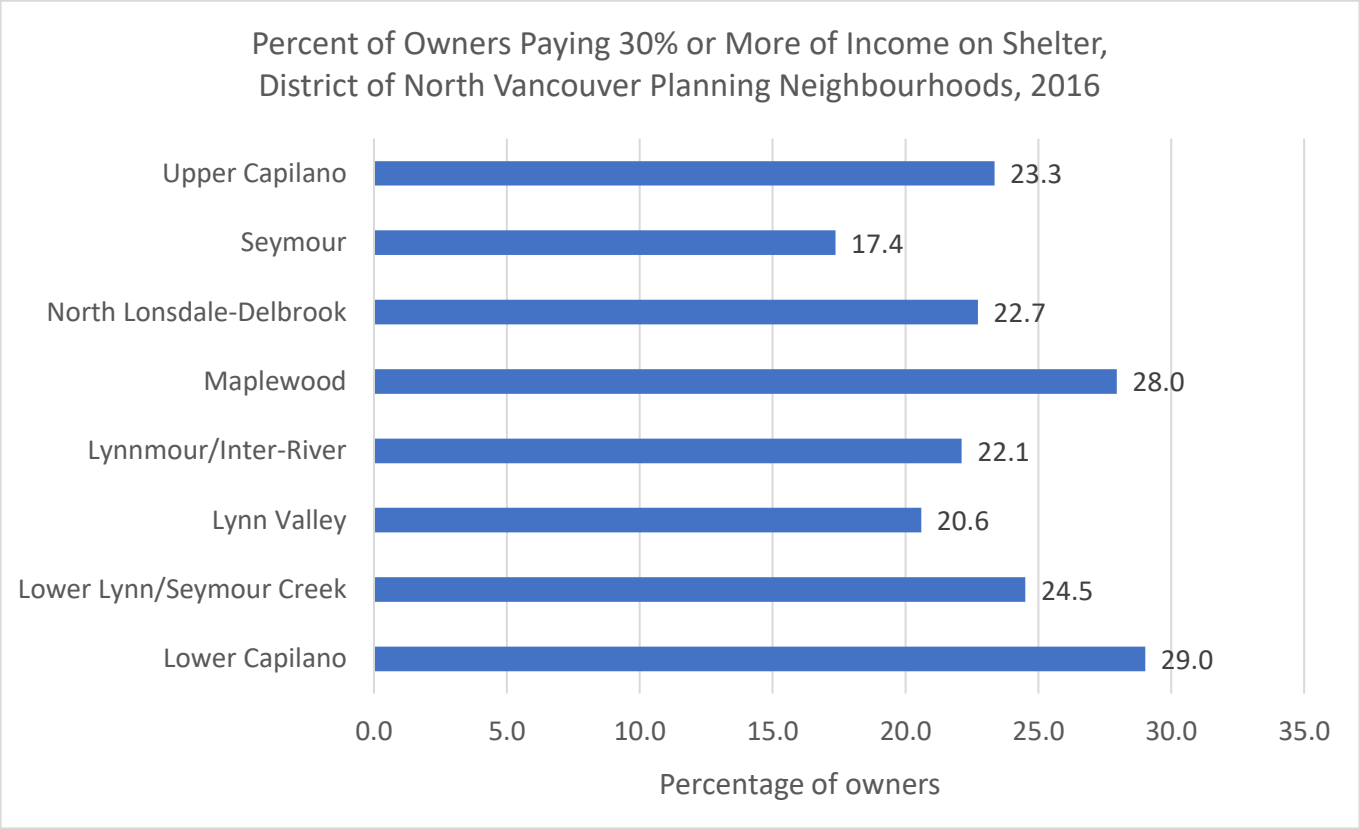


Figure 14: Renters Paying 30% or More of Income on Shelter, by Planning Neighbourhoods, 2016

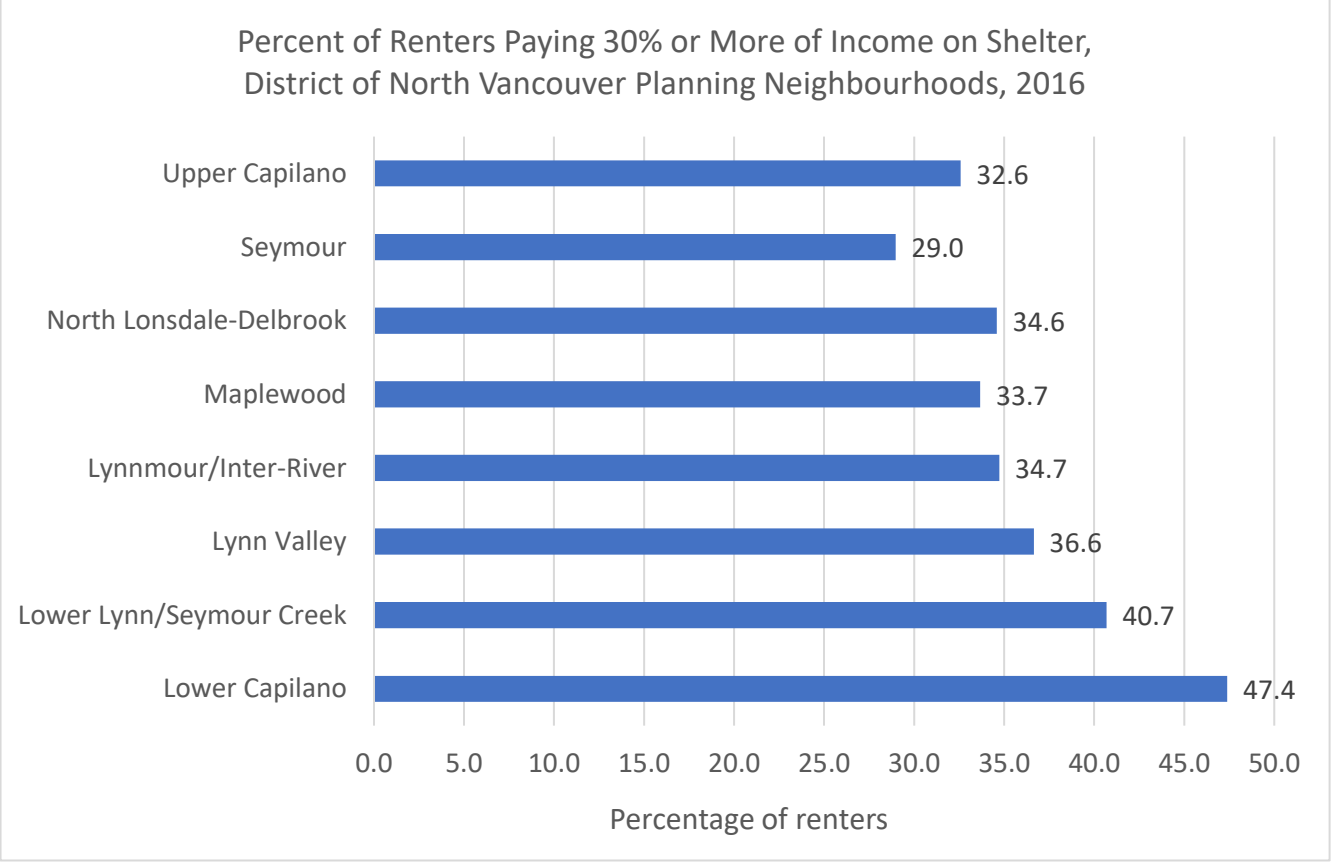


Figure 15: Indigenous population, by Planning Neighbourhoods, 2016

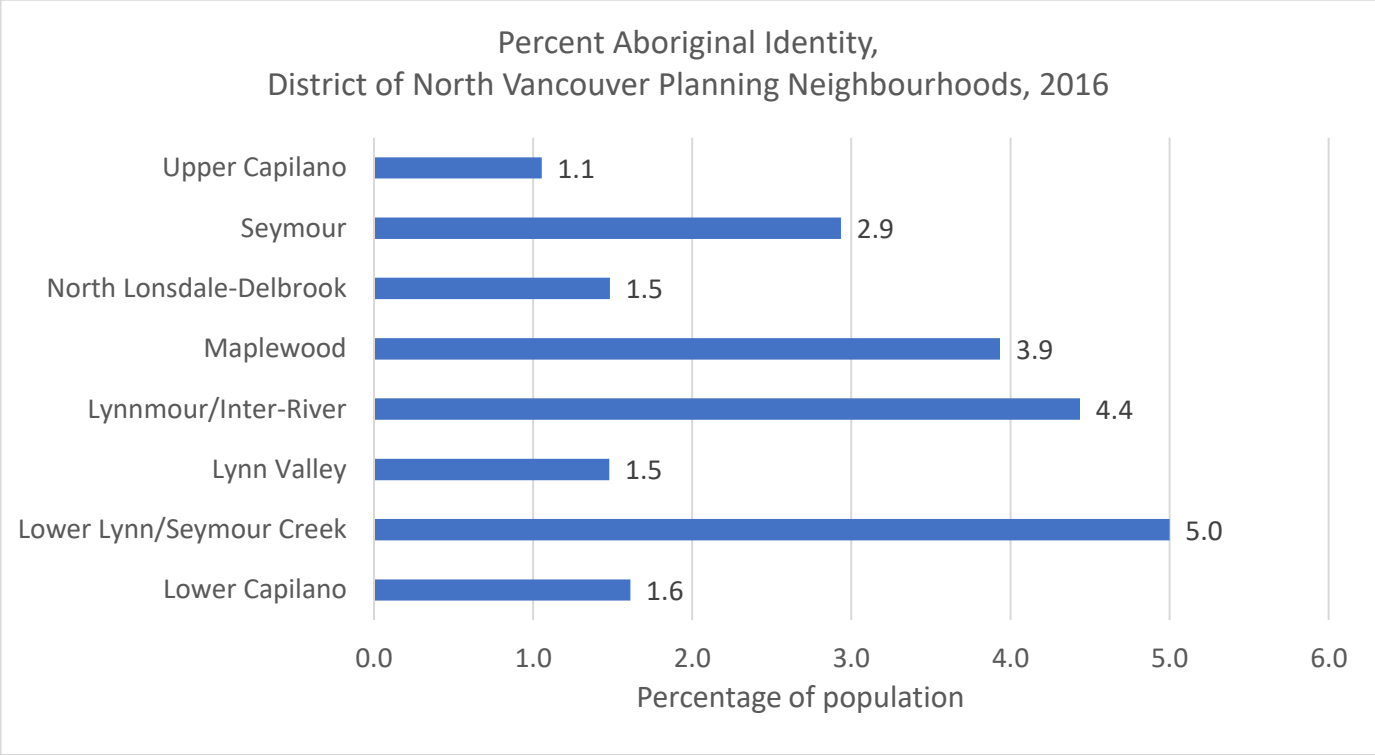


Figure 16: Indigenous population distinctions, by Planning Neighbourhoods, 2016

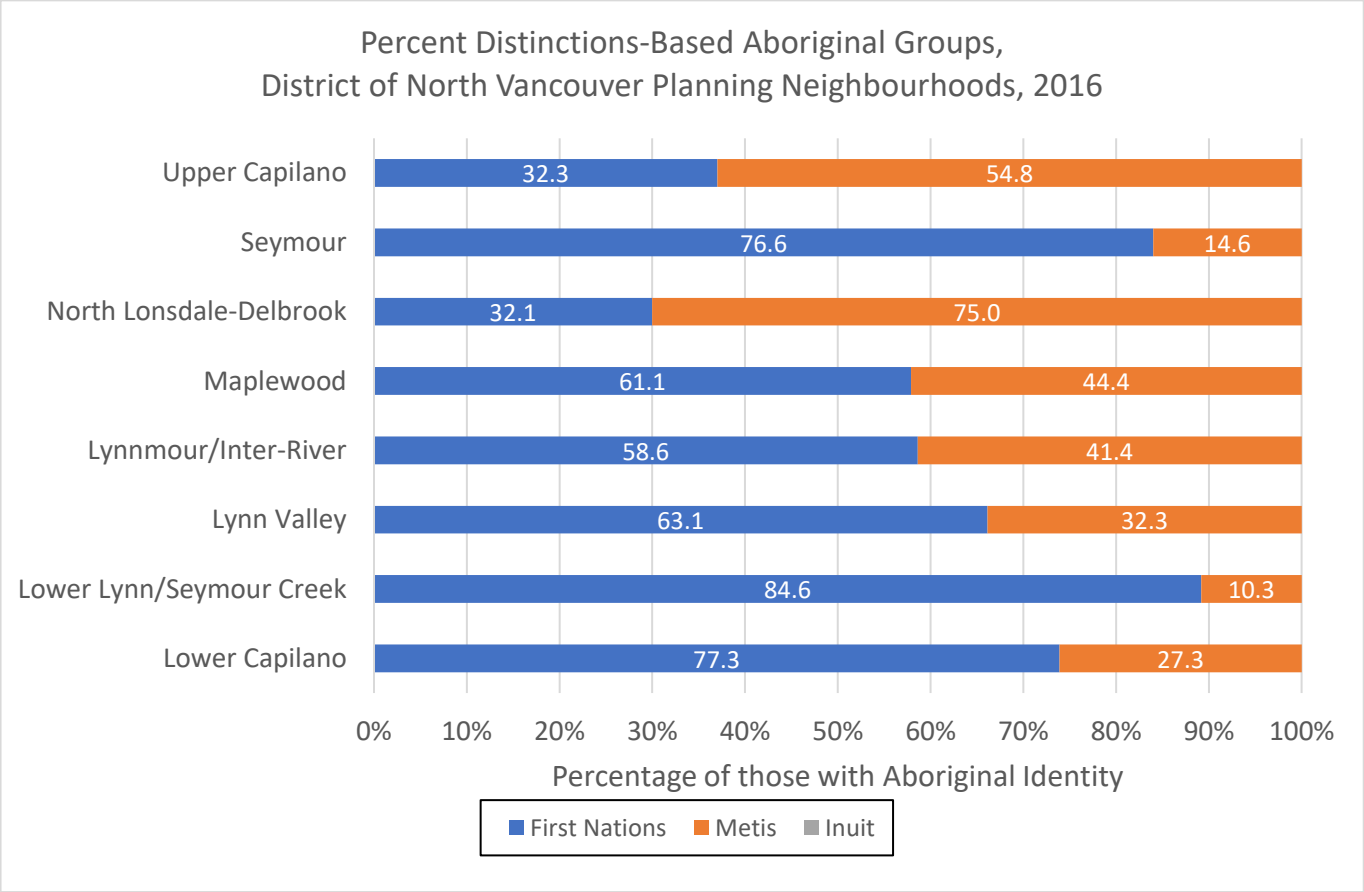


Figure 17: Percent Immigrant Population, by Planning Neighbourhoods, 2016

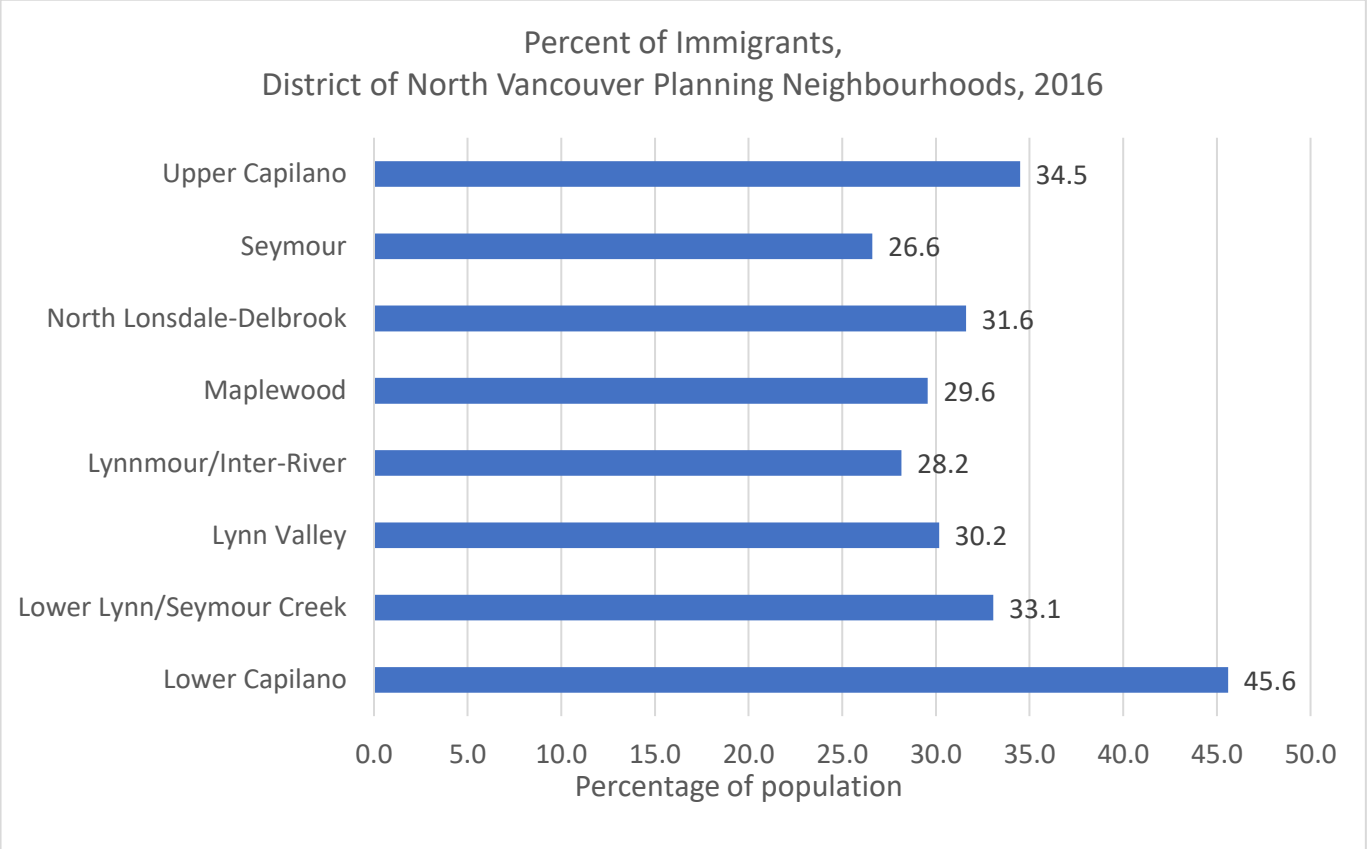


Figure 18: Immigrants Breakdown by Generation Status, by Planning Neighbourhoods, 2016

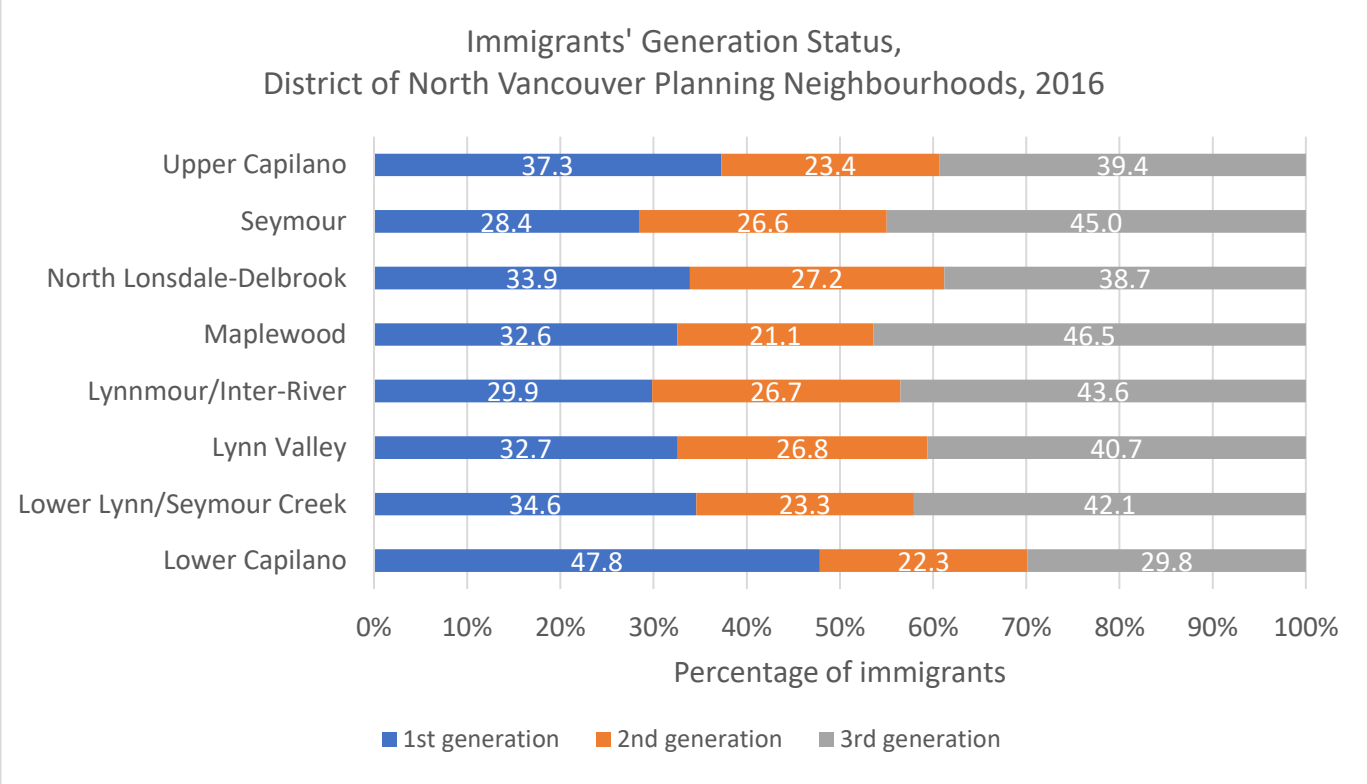


Figure 19: Percent Visible Minorities, by Planning Neighbourhoods, 2016

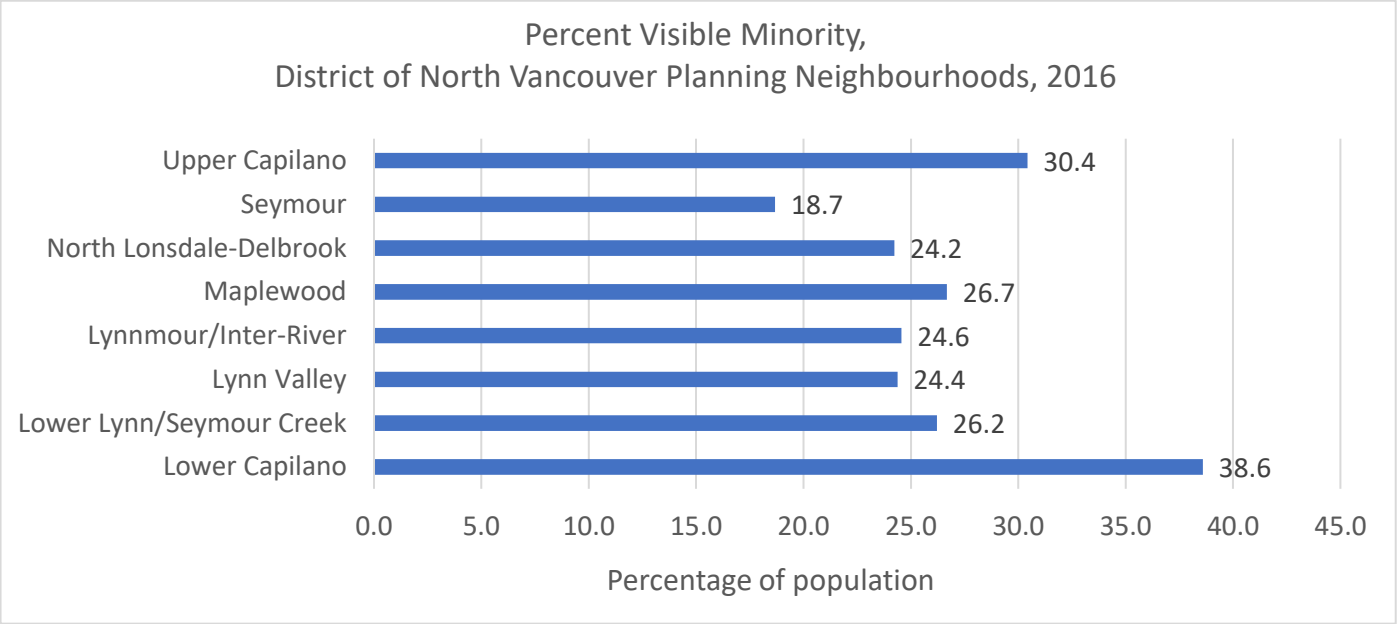


Figure 20: Visible Minority Population Numbers, by Planning Neighbourhoods, 2016

Population Numbers, Visible Minority Types, District of North Vancouver Planning Neighbourhoods, 2016				
Visible Minority	**Lower Capilano**	**Lower Lynn / Seymour Creek**	**Lynn Valley**	**Lynnmour / Inter-River**
South Asian	365	165	835	155
Chinese	325	225	1385	130
Black	0	50	180	15
Filipino	235	245	575	115
Latin American	85	25	290	30
Arab	45	10	45	10
South East Asian	35	10	35	30
West Asian	1680	170	710	90
Korean	145	50	610	85
Japanese	85	50	305	60

Population Numbers, Visible Minority Types, District of North Vancouver Planning Neighbourhoods, 2016				
Visible Minority	**Maplewood**	**North Lonsdale - Delbrook**	**Seymour**	**Upper Capilano**
South Asian	50	230	680	600
Chinese	80	610	1505	1620
Black	20	50	90	45
Filipino	185	120	395	165
Latin American	35	60	190	90
Arab	0	30	70	20
South East Asian	30	20	130	60
West Asian	105	1090	530	1110
Korean	30	115	210	440
Japanese	25	170	235	205

Figure 21: People Who Work Within or Outside of the District of North Vancouver, 2016

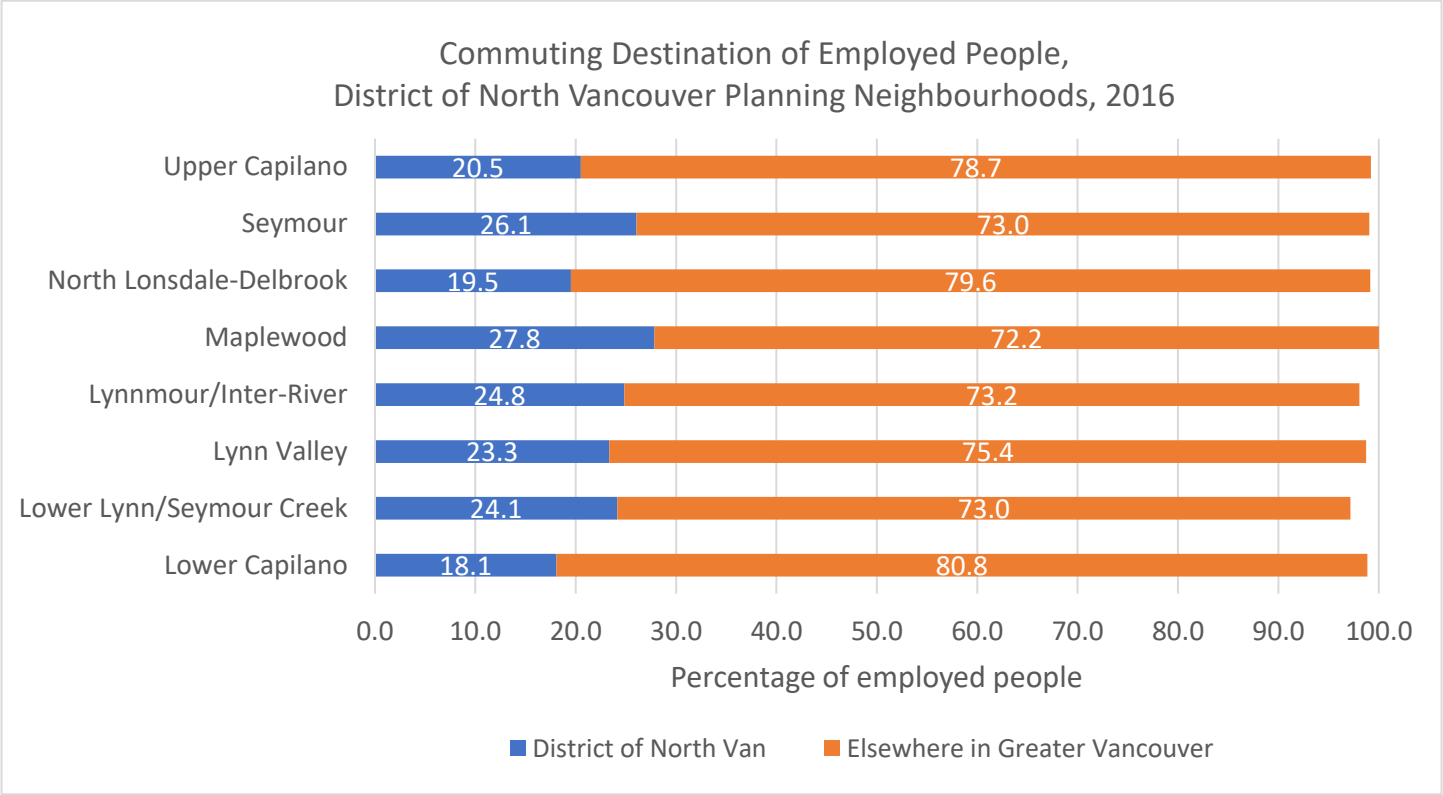
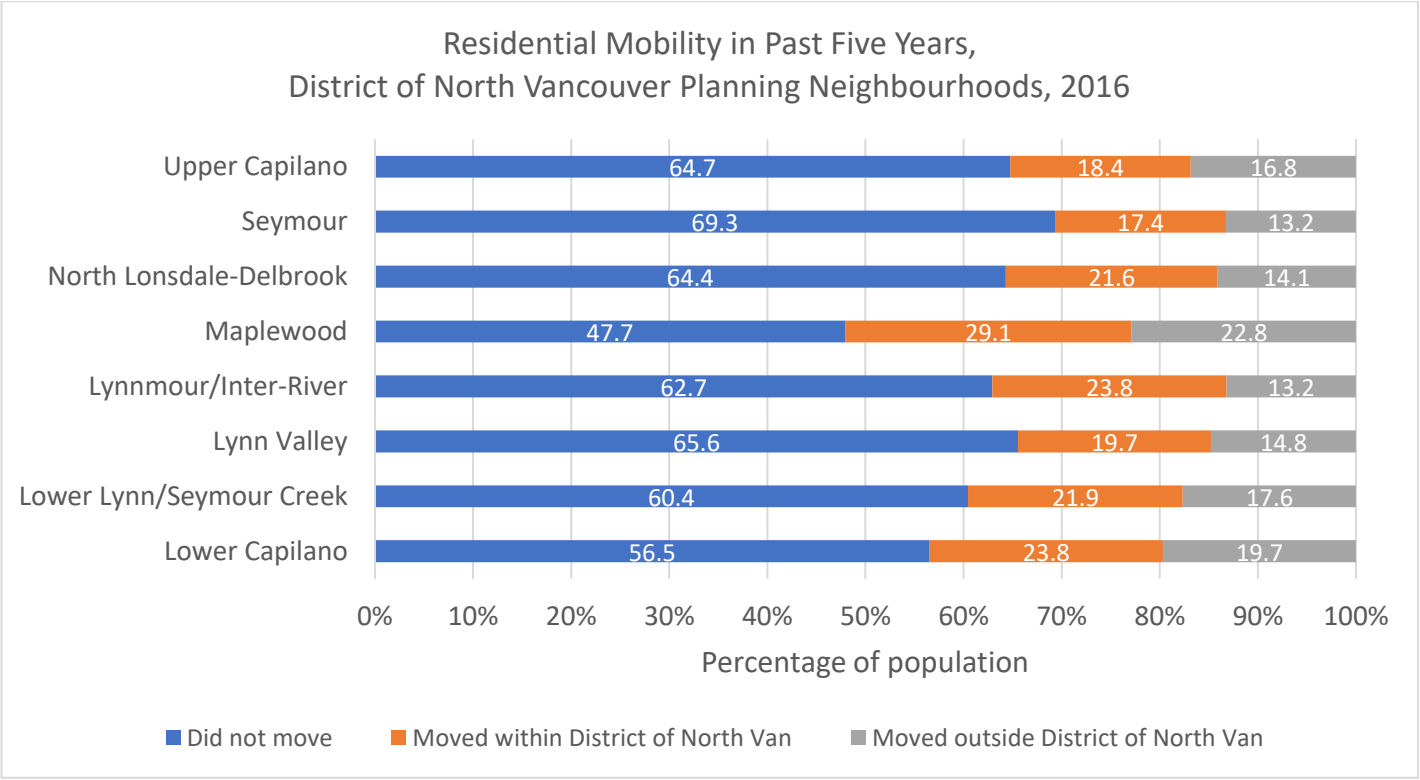
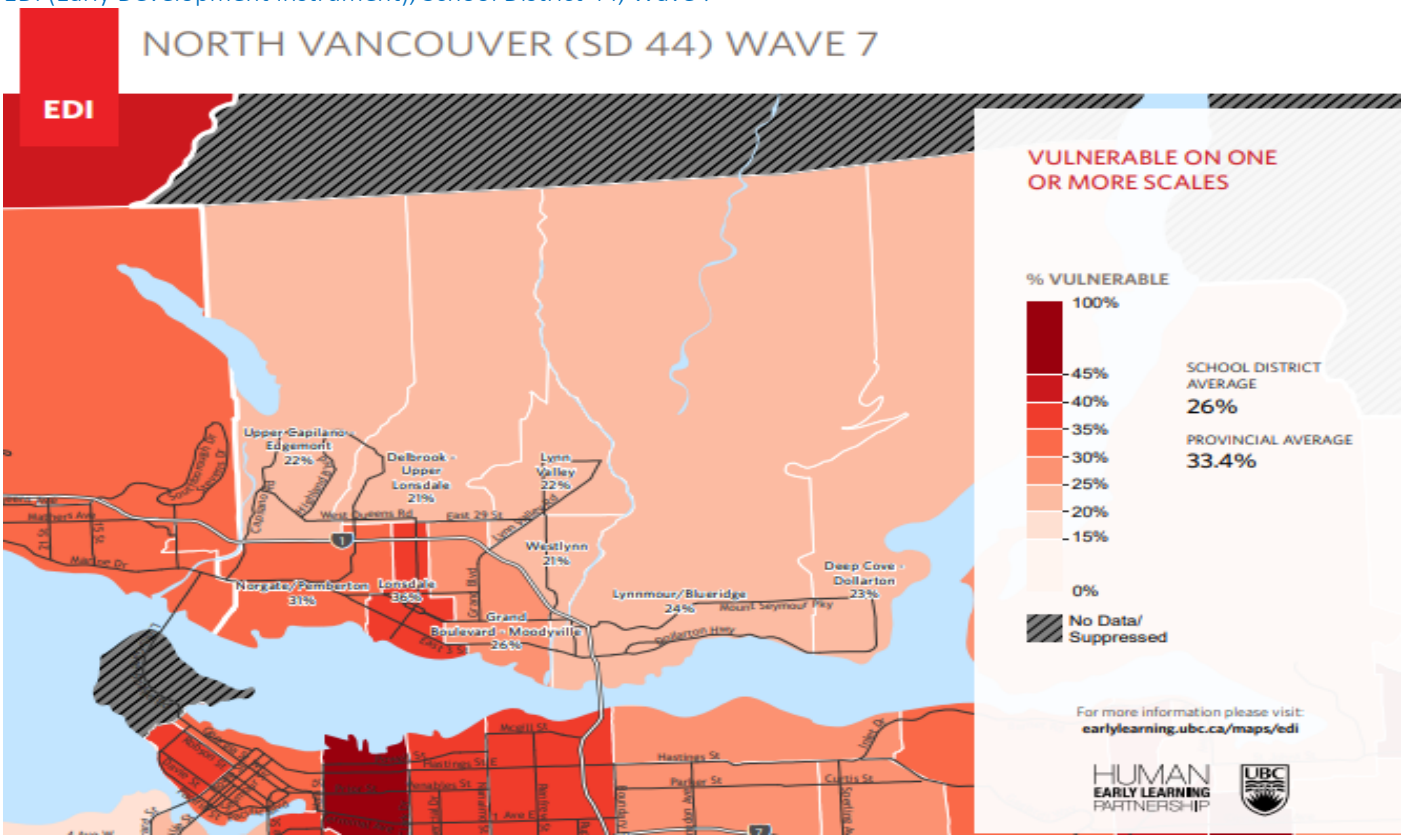
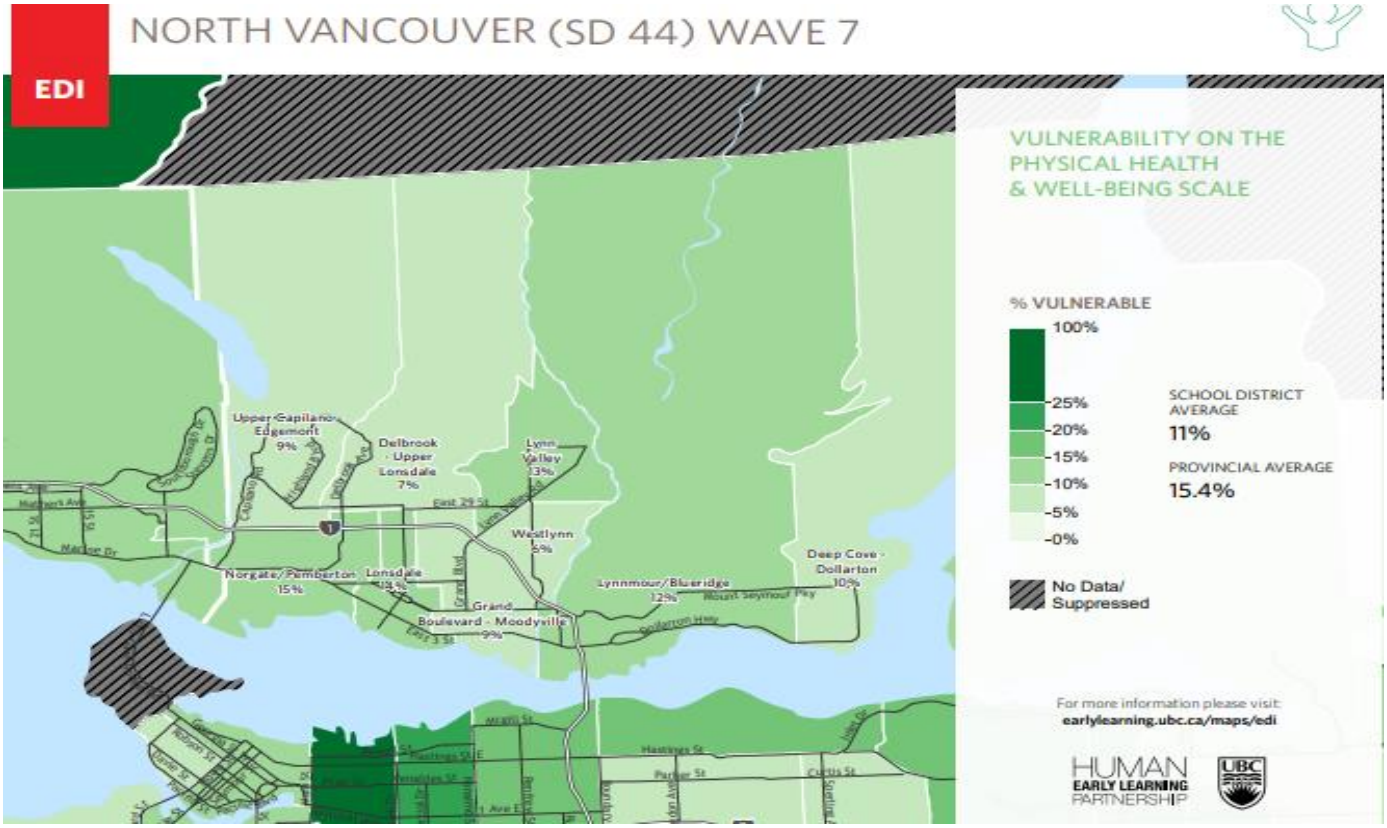


Figure 22: People Who Haven't Moved, or Who Have Moved Within or Out of the District of North Vancouver, 2016



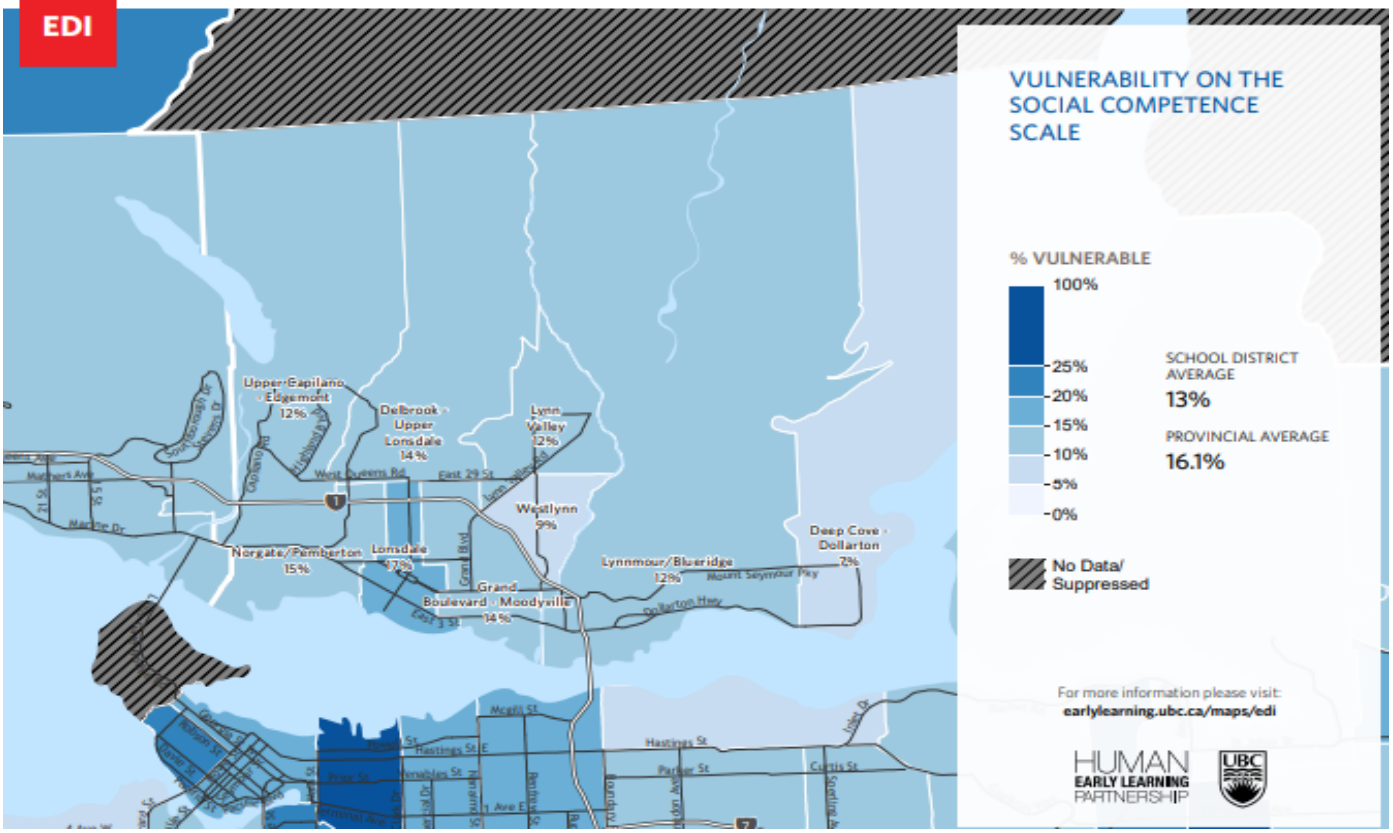
EDI (Early Development Instrument), School District 44, Wave 7





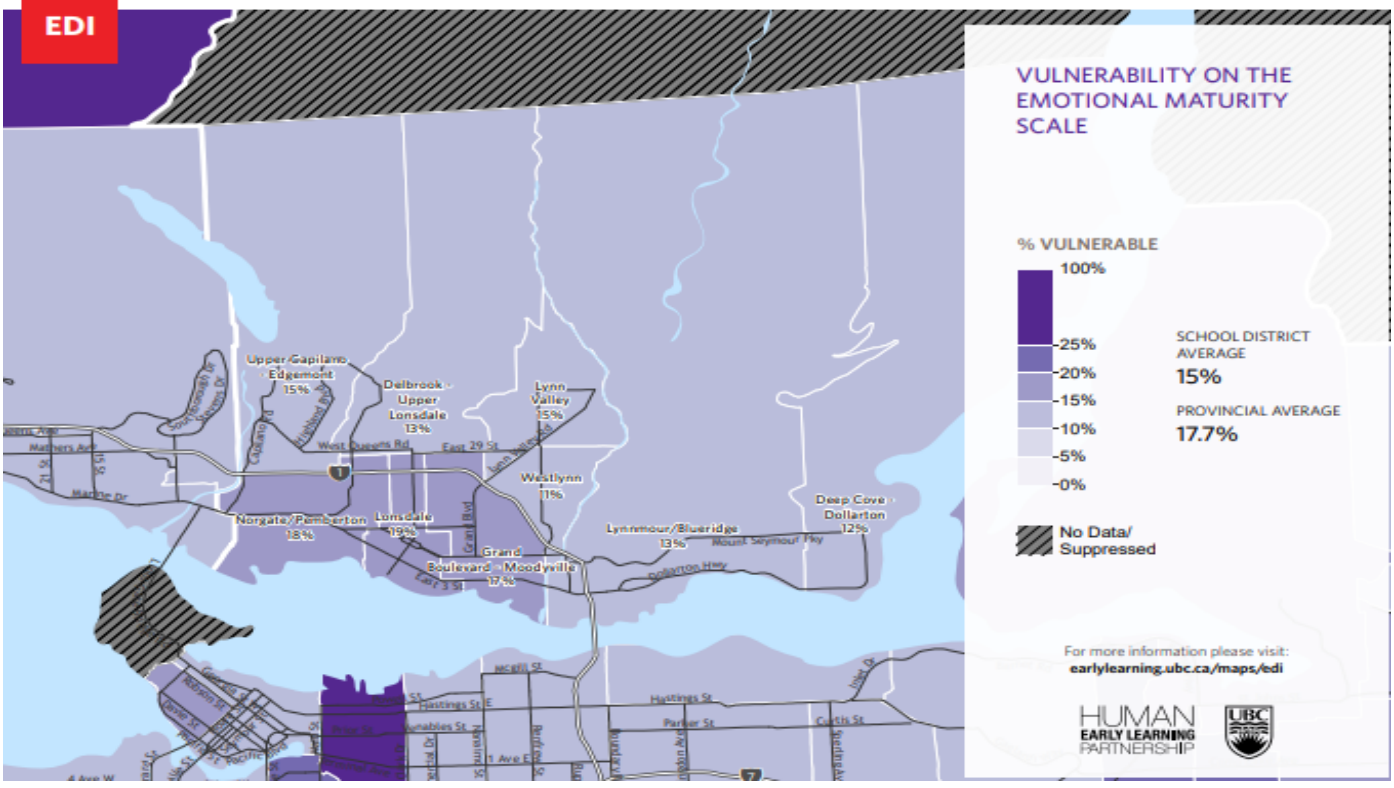
EDI

NORTH VANCOUVER (SD 44) WAVE 7



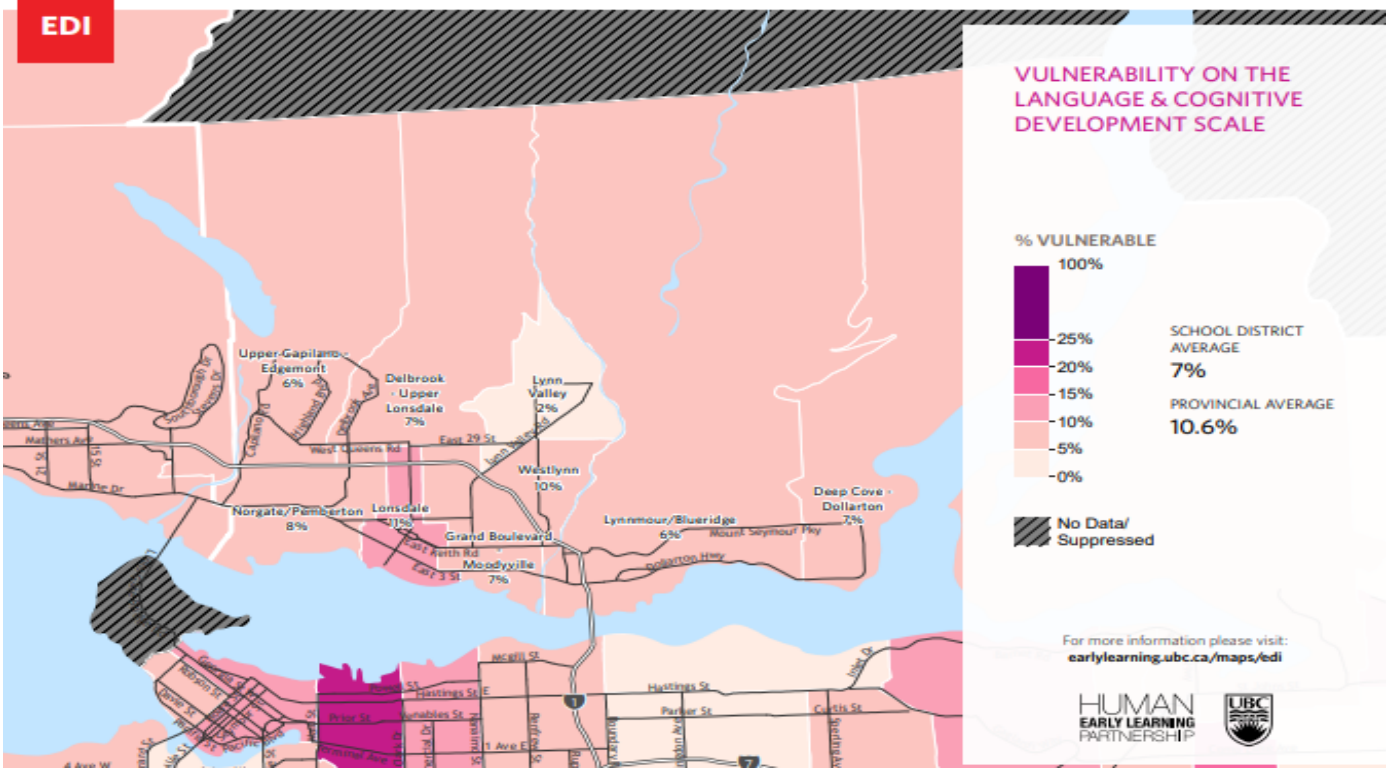
EDI

NORTH VANCOUVER (SD 44) WAVE 7



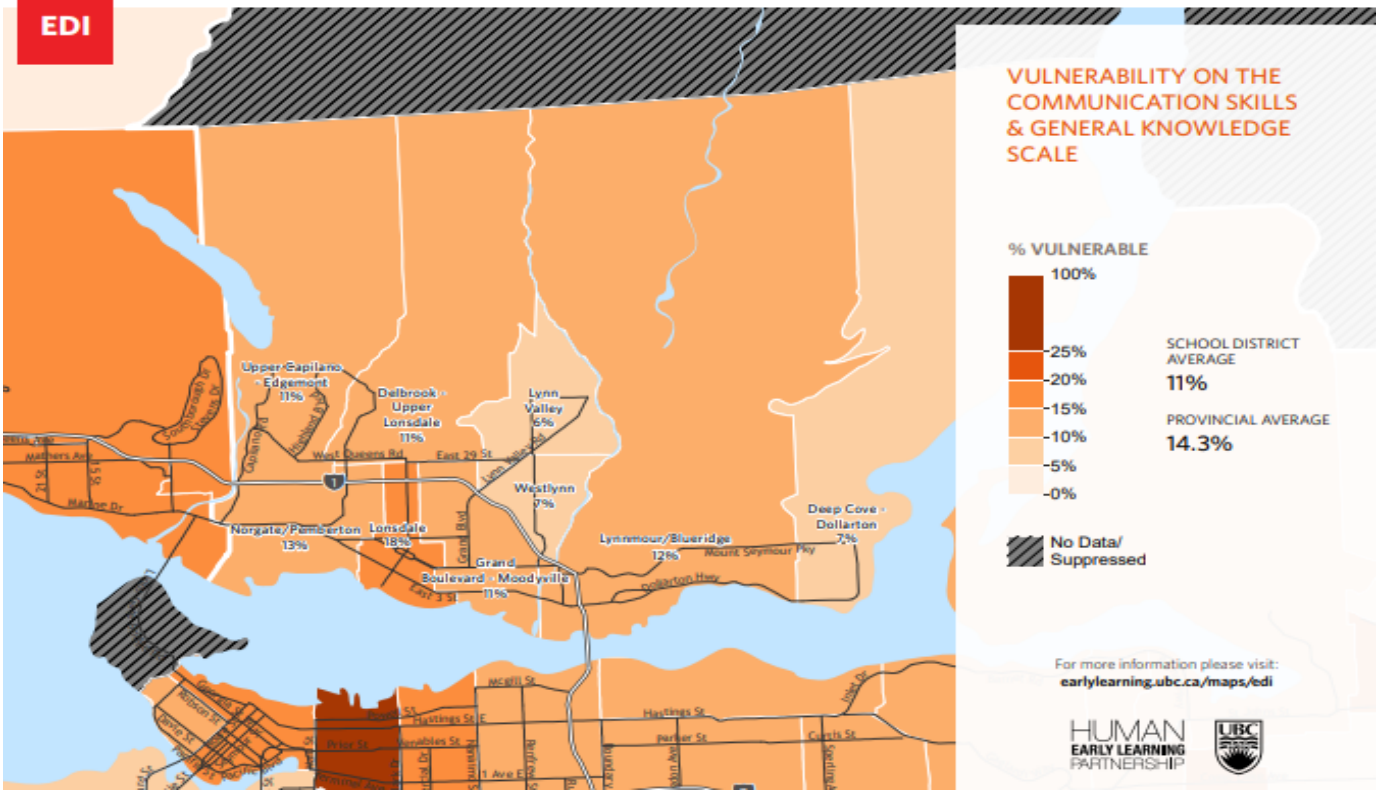
EDI

NORTH VANCOUVER (SD 44) WAVE 7



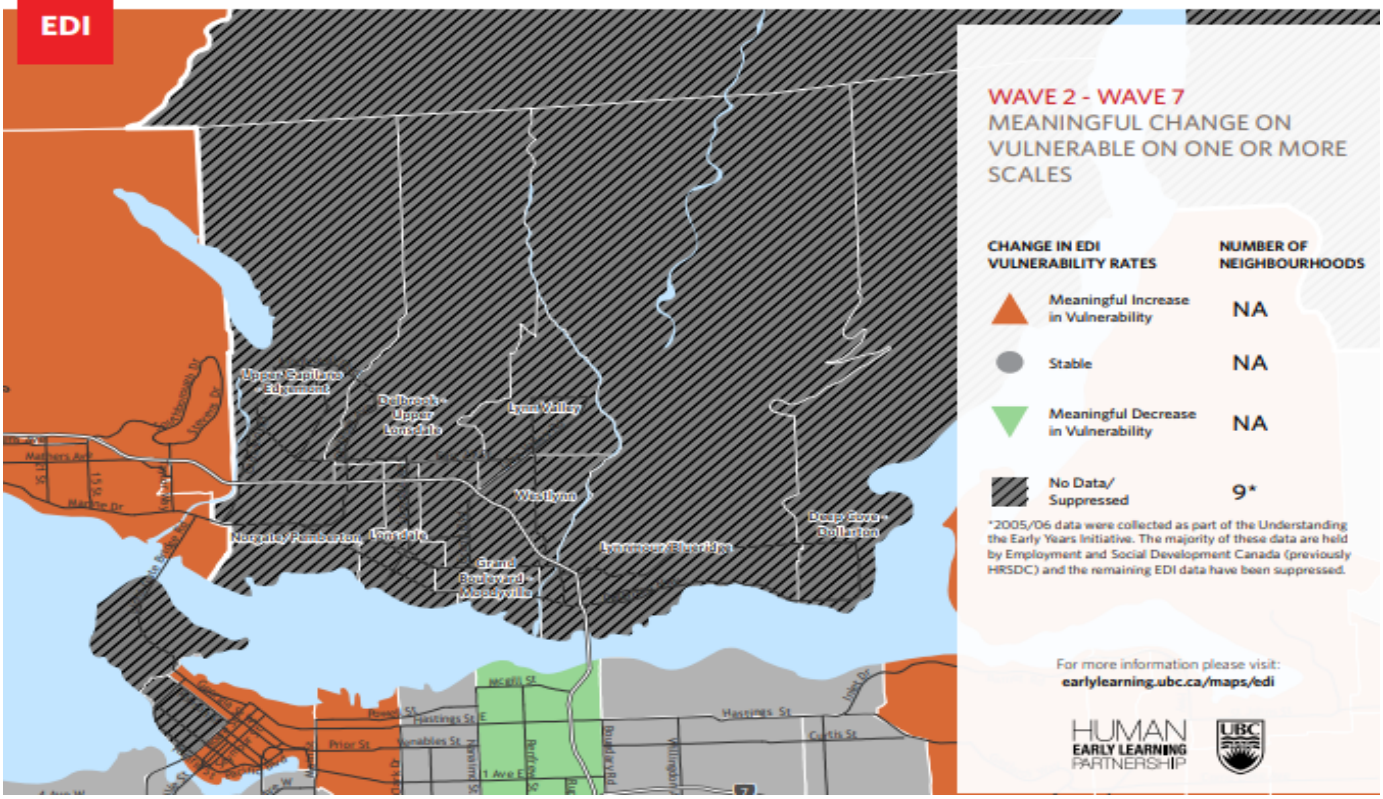
EDI

NORTH VANCOUVER (SD 44) WAVE 7



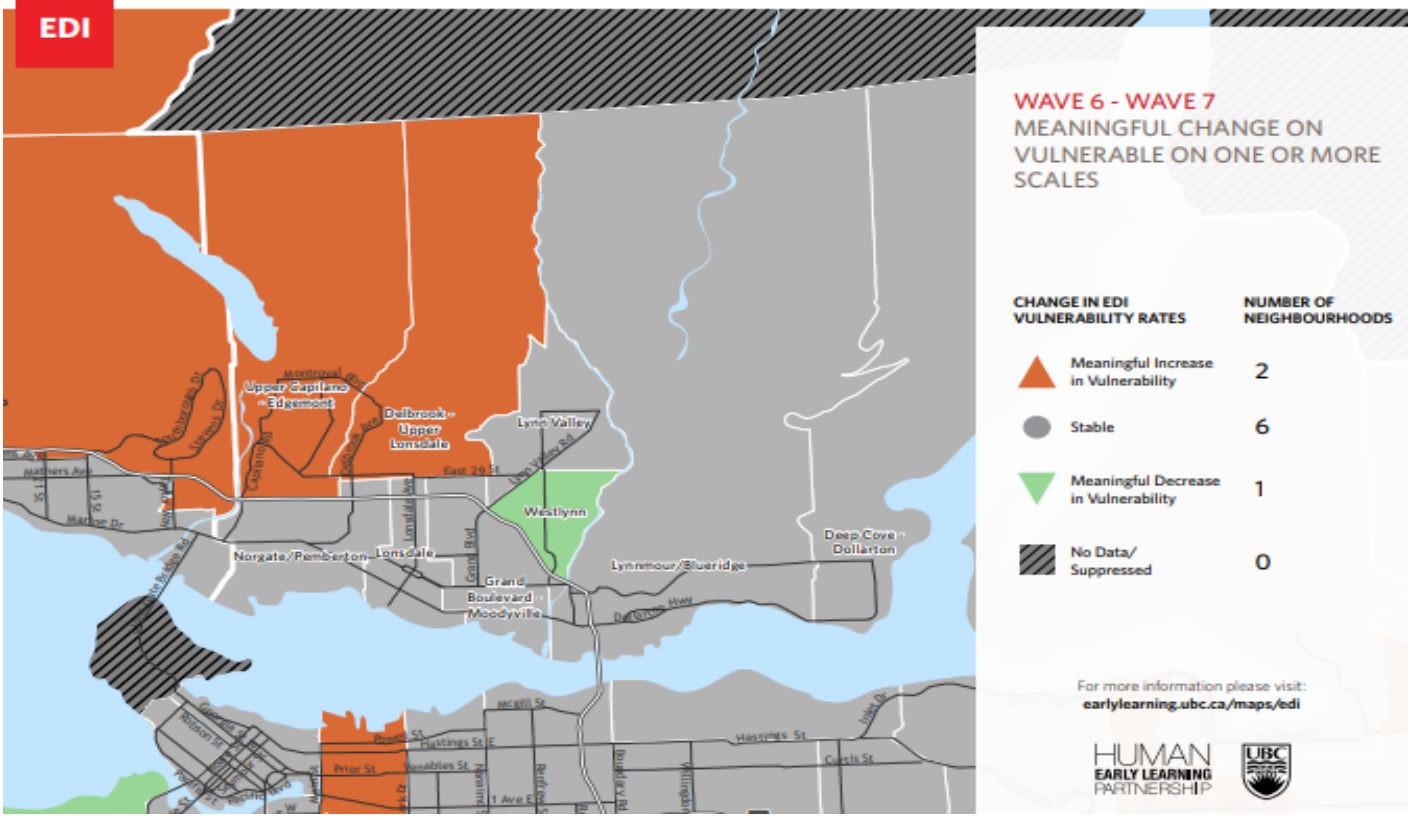
NORTH VANCOUVER (SD 44) WAVE 2 - 7

EDI



NORTH VANCOUVER (SD 44) WAVE 6 - 7

EDI



DEEP COVE - DOLLARTON

TOTAL NUMBER OF CHILDREN: 99

NEIGHBOURHOOD (NH) & SCHOOL DISTRICT (SD) DEMOGRAPHICS

	TOTAL EDI	STUDENT MEAN AGE	#MALE	# FEMALE	# OF ELL	# OF SPECIAL NEEDS
NH	99	5.66	45	54	Less than 5	Less than 5
SD	1197	5.65	616	581	169	35

WAVE 7 VULNERABILITY ON ONE OR MORE SCALES

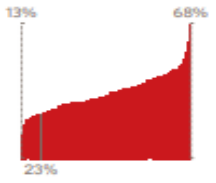
PERCENT OF CHILDREN VULNERABLE

23% NH 26% SD

NUMBER OF CHILDREN VULNERABLE

23 NH 307 SD

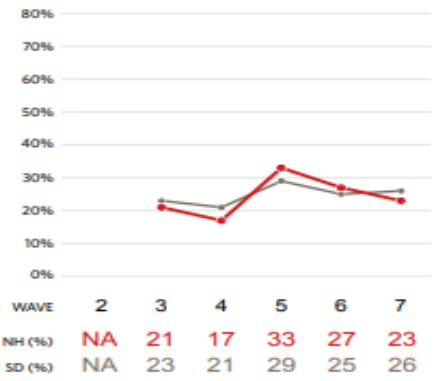
YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 VULNERABILITY TRENDS ON ONE OR MORE SCALES

TRENDS IN PERCENT OF CHILDREN VULNERABLE



WAVE	2	3	4	5	6	7
NH (%)	NA	21	17	33	27	23
SD (%)	NA	23	21	29	25	26

MEANINGFUL CHANGE OVER TIME IN VULNERABILITY

Wave 2 - 7 Long-Term (LT) Trend NA

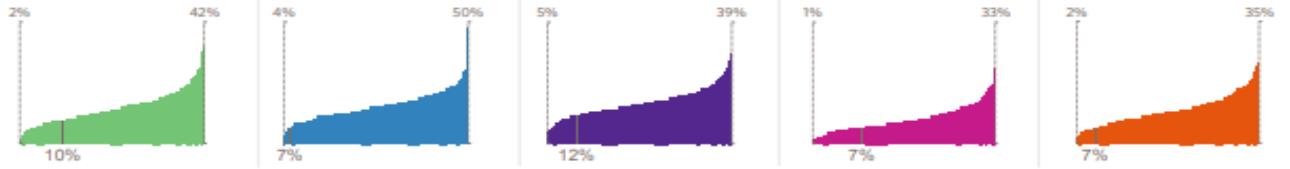
Wave 6 - 7 Short-Term (ST) Trend ●

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED

DEEP COVE - DOLLARTON

PHYSICAL HEALTH & WELL-BEING	SOCIAL COMPETENCE	EMOTIONAL MATURITY	LANGUAGE & COGNITIVE DEVELOPMENT	COMMUNICATION SKILLS & GENERAL KNOWLEDGE
WAVE 7 SCALE LEVEL DATA				
10% NH, 11% SD	7% NH, 13% SD	12% NH, 15% SD	7% NH, 7% SD	7% NH, 11% SD
10 NH, 132 SD	7 NH, 155 SD	12 NH, 183 SD	7 NH, 83 SD	7 NH, 133 SD

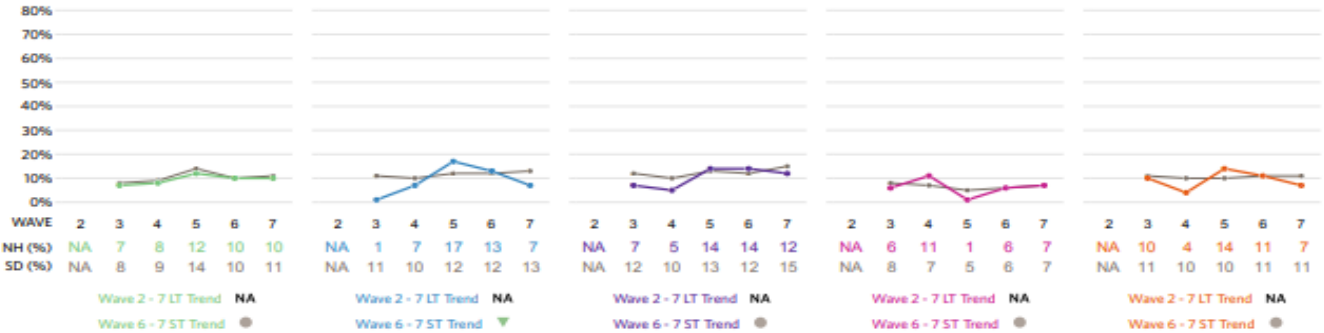
WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 SCALE LEVEL TRENDS

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED



WAVE	2	3	4	5	6	7	2	3	4	5	6	7	2	3	4	5	6	7	2	3	4	5	6	7	2	3	4	5	6	7
NH (%)	NA	7	8	12	10	10	NA	1	7	17	13	7	NA	7	5	14	14	12	NA	6	11	1	6	7	NA	10	4	14	11	7
SD (%)	NA	8	9	14	10	11	NA	11	10	12	12	13	NA	12	10	13	12	15	NA	8	7	5	6	7	NA	11	10	10	11	11

Wave 2 - 7 LT Trend NA Wave 6 - 7 ST Trend ●

Wave 2 - 7 LT Trend NA Wave 6 - 7 ST Trend ▼

Wave 2 - 7 LT Trend NA Wave 6 - 7 ST Trend ●

Wave 2 - 7 LT Trend NA Wave 6 - 7 ST Trend ●

Wave 2 - 7 LT Trend NA Wave 6 - 7 ST Trend ●

Note: Data is suppressed for waves when there are fewer than 35 Kindergarten children in the neighbourhood. For a complete table of school district and neighbourhood results, see the Appendices.

DELBROOK - UPPER LONSDALE

TOTAL NUMBER OF CHILDREN: 98

NEIGHBOURHOOD (NH) & SCHOOL DISTRICT (SD) DEMOGRAPHICS

	TOTAL EDI	STUDENT MEAN AGE	#MALE	# FEMALE	# OF ELL	# OF SPECIAL NEEDS
NH	98	5.67	44	54	23	Less than 5
SD	1197	5.65	616	581	169	35

WAVE 7 VULNERABILITY ON ONE OR MORE SCALES

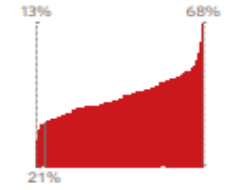
PERCENT OF CHILDREN VULNERABLE

21% NH 26% SD

NUMBER OF CHILDREN VULNERABLE

21 NH 307 SD

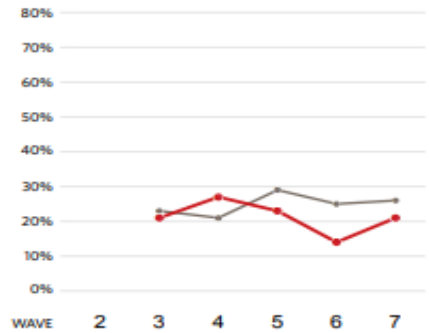
YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 VULNERABILITY TRENDS ON ONE OR MORE SCALES

TRENDS IN PERCENT OF CHILDREN VULNERABLE



WAVE	2	3	4	5	6	7
NH (%)	NA	21	27	23	14	21
SD (%)	NA	23	21	29	25	26

MEANINGFUL CHANGE OVER TIME IN VULNERABILITY

Wave 2 - 7 Long-Term (LT) Trend NA

Wave 6 - 7 Short-Term (ST) Trend ▲

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED

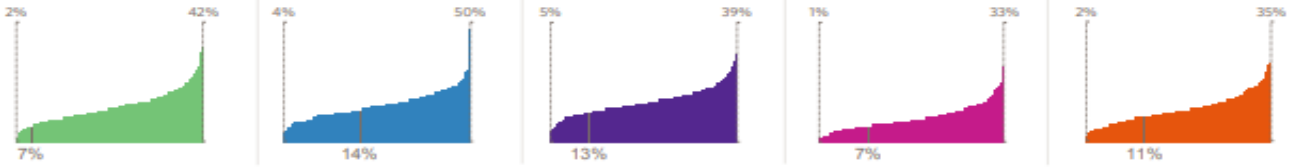
DELBROOK - UPPER LONSDALE

PHYSICAL HEALTH & WELL-BEING | SOCIAL COMPETENCE | EMOTIONAL MATURITY | LANGUAGE & COGNITIVE DEVELOPMENT | COMMUNICATION SKILLS & GENERAL KNOWLEDGE

WAVE 7 SCALE LEVEL DATA

	PHYSICAL HEALTH & WELL-BEING	SOCIAL COMPETENCE	EMOTIONAL MATURITY	LANGUAGE & COGNITIVE DEVELOPMENT	COMMUNICATION SKILLS & GENERAL KNOWLEDGE
NH	7%	14%	13%	7%	11%
SD	11%	13%	15%	7%	11%
NH	7	14	13	7	11
SD	132	155	183	83	133

WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 SCALE LEVEL TRENDS

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED

	WAVE	2	3	4	5	6	7
PHYSICAL HEALTH & WELL-BEING	NH (%)	NA	7	12	15	6	7
	SD (%)	NA	8	9	14	10	11
SOCIAL COMPETENCE	NH (%)	NA	13	12	7	5	14
	SD (%)	NA	11	10	12	12	13
EMOTIONAL MATURITY	NH (%)	NA	7	12	9	6	13
	SD (%)	NA	12	10	13	12	15
LANGUAGE & COGNITIVE DEVELOPMENT	NH (%)	NA	4	9	5	4	7
	SD (%)	NA	8	7	5	6	7
COMMUNICATION SKILLS & GENERAL KNOWLEDGE	NH (%)	NA	1	12	7	5	11
	SD (%)	NA	11	10	10	11	11

Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend ●

Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend ▲

Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend ▲

Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend ●

Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend ▲

Note: Data is suppressed for waves when there are fewer than 35 Kindergarten children in the neighbourhood. For a complete table of school district and neighbourhood results, see the Appendices.

GRAND BOULEVARD - MOODYVILLE

TOTAL NUMBER OF CHILDREN: 132

NEIGHBOURHOOD (NH) & SCHOOL DISTRICT (SD) DEMOGRAPHICS

	TOTAL EDI	STUDENT MEAN AGE	#MALE	# FEMALE	# OF ELL	# OF SPECIAL NEEDS
NH	132	5.65	74	58	8	6
SD	1197	5.65	616	581	169	35

WAVE 7 VULNERABILITY ON ONE OR MORE SCALES

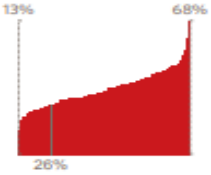
PERCENT OF CHILDREN VULNERABLE

26% NH 26% SD

NUMBER OF CHILDREN VULNERABLE

34 NH 307 SD

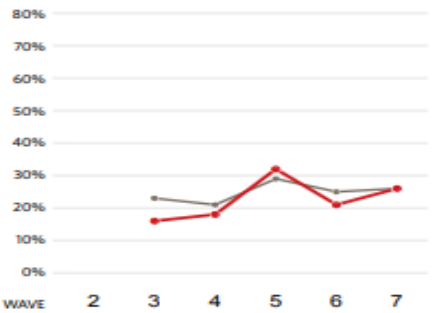
YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 VULNERABILITY TRENDS ON ONE OR MORE SCALES

TRENDS IN PERCENT OF CHILDREN VULNERABLE



WAVE	2	3	4	5	6	7
NH (%)	NA	16	18	32	21	26
SD (%)	NA	23	21	29	25	26

MEANINGFUL CHANGE OVER TIME IN VULNERABILITY

Wave 2 - 7 Long-Term (LT) Trend NA

Wave 6 - 7 Short-Term (ST) Trend ●

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED

GRAND BOULEVARD - MOODYVILLE

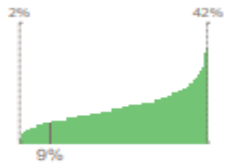
PHYSICAL HEALTH & WELL-BEING

WAVE 7 SCALE LEVEL DATA

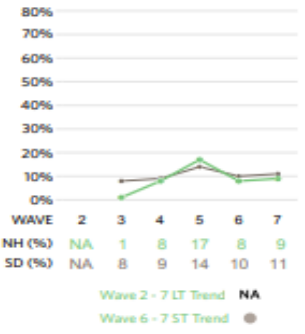
9% NH 11% SD

12 132

WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



WAVE 2-7 SCALE LEVEL TRENDS



WAVE	2	3	4	5	6	7
NH (%)	NA	1	8	17	8	9
SD (%)	NA	8	9	14	10	11

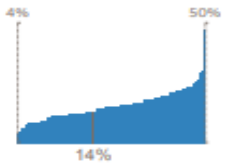
Wave 2 - 7 LT Trend NA

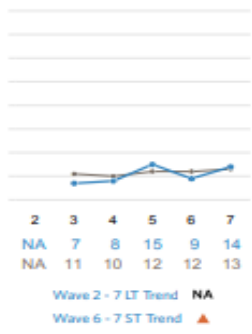
Wave 6 - 7 ST Trend ●

SOCIAL COMPETENCE

14% NH 13% SD

19 155





WAVE	2	3	4	5	6	7
NH (%)	NA	7	8	15	9	14
SD (%)	NA	11	10	12	12	13

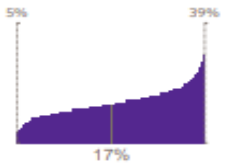
Wave 2 - 7 LT Trend NA

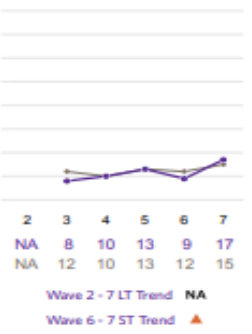
Wave 6 - 7 ST Trend ▲

EMOTIONAL MATURITY

17% NH 15% SD

23 183





WAVE	2	3	4	5	6	7
NH (%)	NA	8	10	13	9	17
SD (%)	NA	12	10	13	12	15

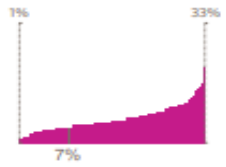
Wave 2 - 7 LT Trend NA

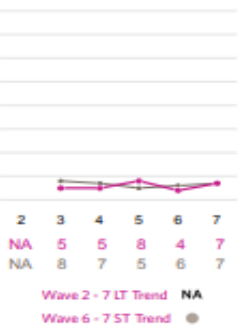
Wave 6 - 7 ST Trend ▲

LANGUAGE & COGNITIVE DEVELOPMENT

7% NH 7% SD

9 83





WAVE	2	3	4	5	6	7
NH (%)	NA	5	5	8	4	7
SD (%)	NA	8	7	5	6	7

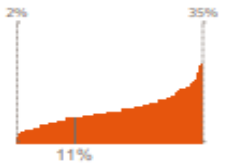
Wave 2 - 7 LT Trend NA

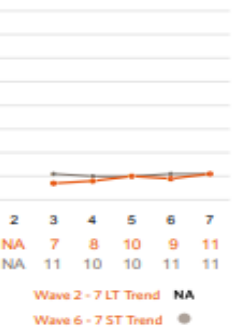
Wave 6 - 7 ST Trend ●

COMMUNICATION SKILLS & GENERAL KNOWLEDGE

11% NH 11% SD

15 133





WAVE	2	3	4	5	6	7
NH (%)	NA	7	8	10	9	11
SD (%)	NA	11	10	10	11	11

Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend ●

Note: Each bar represents a single neighbourhood (NH) in the province.

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED

Note: Data is suppressed for waves when there are fewer than 35 Kindergarten children in the neighbourhood. For a complete table of school district and neighbourhood results, see the Appendices.

LONSDALE

TOTAL NUMBER OF CHILDREN: 166

NEIGHBOURHOOD (NH) & SCHOOL DISTRICT (SD) DEMOGRAPHICS

	TOTAL EDI	STUDENT MEAN AGE	#MALE	# FEMALE	# OF ELL	# OF SPECIAL NEEDS
NH	166	5.64	83	83	47	Less than 5
SD	1197	5.65	616	581	169	35

WAVE 7 VULNERABILITY ON ONE OR MORE SCALES

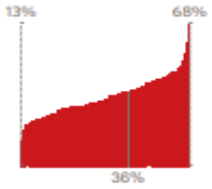
PERCENT OF CHILDREN VULNERABLE

36% NH 26% SD

NUMBER OF CHILDREN VULNERABLE

59 NH 307 SD

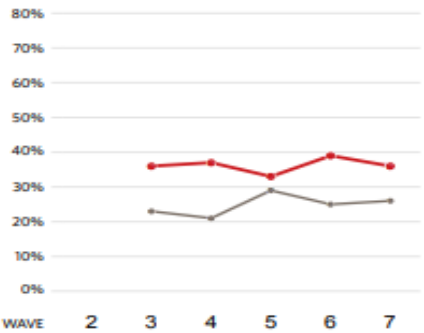
YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 VULNERABILITY TRENDS ON ONE OR MORE SCALES

TRENDS IN PERCENT OF CHILDREN VULNERABLE



WAVE	2	3	4	5	6	7
NH (%)	NA	36	37	33	39	36
SD (%)	NA	23	21	29	25	26

MEANINGFUL CHANGE OVER TIME IN VULNERABILITY

Wave 2 - 7 Long-Term (LT) Trend NA

Wave 6 - 7 Short-Term (ST) Trend ●

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED

LONSDALE

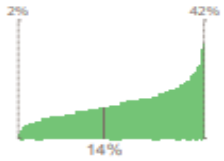
PHYSICAL HEALTH & WELL-BEING

WAVE 7 SCALE LEVEL DATA

14% NH 11% SD

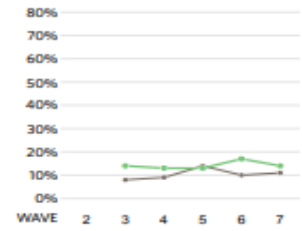
23 132

WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 SCALE LEVEL TRENDS



WAVE	2	3	4	5	6	7
NH (%)	NA	14	13	13	17	14
SD (%)	NA	8	9	14	10	11

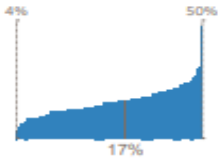
Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend ●

SOCIAL COMPETENCE

17% NH 13% SD

28 155



WAVE	2	3	4	5	6	7
NH (%)	NA	18	19	18	19	17
SD (%)	NA	11	10	12	12	13

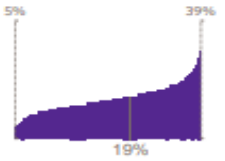
Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend ●

EMOTIONAL MATURITY

19% NH 15% SD

32 183



WAVE	2	3	4	5	6	7
NH (%)	NA	18	18	20	14	19
SD (%)	NA	12	10	13	12	15

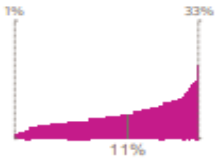
Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend ▲

LANGUAGE & COGNITIVE DEVELOPMENT

11% NH 7% SD

19 83



WAVE	2	3	4	5	6	7
NH (%)	NA	16	12	5	10	11
SD (%)	NA	8	7	5	6	7

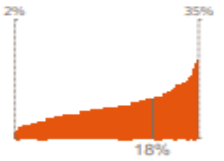
Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend ●

COMMUNICATION SKILLS & GENERAL KNOWLEDGE

18% NH 11% SD

29 133



WAVE	2	3	4	5	6	7
NH (%)	NA	26	24	12	26	18
SD (%)	NA	11	10	10	11	11

Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend ▼

Note: Data is suppressed for waves when there are fewer than 35 Kindergarten children in the neighbourhood. For a complete table of school district and neighbourhood results, see the Appendices.

LYNN VALLEY

TOTAL NUMBER OF CHILDREN: 168

NEIGHBOURHOOD (NH) & SCHOOL DISTRICT (SD) DEMOGRAPHICS

	TOTAL EDI	STUDENT MEAN AGE	#MALE	# FEMALE	# OF ELL	# OF SPECIAL NEEDS
NH	168	5.64	80	88	8	Less than 5
SD	1197	5.65	616	581	169	35

WAVE 7 VULNERABILITY ON ONE OR MORE SCALES

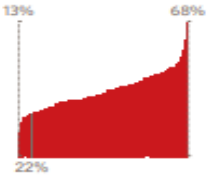
PERCENT OF CHILDREN VULNERABLE

22% NH 26% SD

NUMBER OF CHILDREN VULNERABLE

37 NH 307 SD

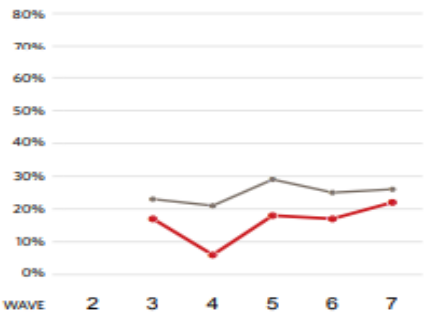
YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 VULNERABILITY TRENDS ON ONE OR MORE SCALES

TRENDS IN PERCENT OF CHILDREN VULNERABLE



WAVE	2	3	4	5	6	7
NH (%)	NA	17	6	18	17	22
SD (%)	NA	23	21	29	25	26

MEANINGFUL CHANGE OVER TIME IN VULNERABILITY

Wave 2 - 7 Long-Term (LT) Trend NA

Wave 6 - 7 Short-Term (ST) Trend ●

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED

LYNN VALLEY

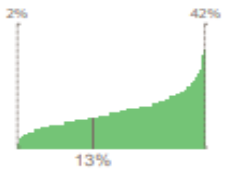
PHYSICAL HEALTH & WELL-BEING

WAVE 7 SCALE LEVEL DATA

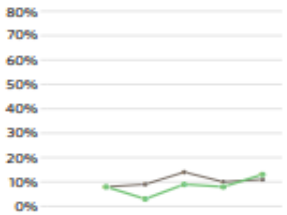
13% NH 11% SD

21 132

WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



WAVE 2-7 SCALE LEVEL TRENDS



WAVE	2	3	4	5	6	7
NH (%)	NA	8	3	9	8	13
SD (%)	NA	8	9	14	10	11

Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend ●

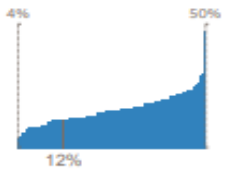
SOCIAL COMPETENCE

WAVE 7 SCALE LEVEL DATA

12% NH 13% SD

20 155

WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



WAVE 2-7 SCALE LEVEL TRENDS

WAVE	2	3	4	5	6	7
NH (%)	NA	11	2	5	9	12
SD (%)	NA	11	10	12	12	13

Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend ●

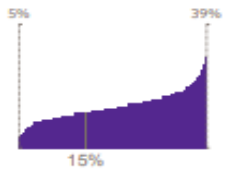
EMOTIONAL MATURITY

WAVE 7 SCALE LEVEL DATA

15% NH 15% SD

25 183

WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



WAVE 2-7 SCALE LEVEL TRENDS

WAVE	2	3	4	5	6	7
NH (%)	NA	10	3	7	11	15
SD (%)	NA	12	10	13	12	15

Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend ▲

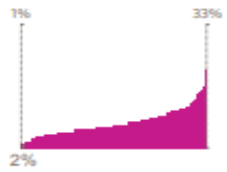
LANGUAGE & COGNITIVE DEVELOPMENT

WAVE 7 SCALE LEVEL DATA

2% NH 7% SD

4 83

WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



WAVE 2-7 SCALE LEVEL TRENDS

WAVE	2	3	4	5	6	7
NH (%)	NA	6	2	3	4	2
SD (%)	NA	8	7	5	6	7

Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend ●

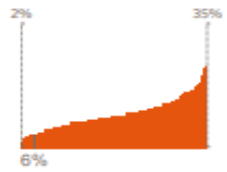
COMMUNICATION SKILLS & GENERAL KNOWLEDGE

WAVE 7 SCALE LEVEL DATA

6% NH 11% SD

10 133

WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



WAVE 2-7 SCALE LEVEL TRENDS

WAVE	2	3	4	5	6	7
NH (%)	NA	7	2	4	7	6
SD (%)	NA	11	10	10	11	11

Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend ●

Note: Each bar represents a single neighbourhood (NH) in the province.

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED

Note: Data is suppressed for waves when there are fewer than 35 Kindergarten children in the neighbourhood. For a complete table of school district and neighbourhood results, see the Appendices.

LYNNMOUR - BLUERIDGE

TOTAL NUMBER OF CHILDREN: 157

NEIGHBOURHOOD (NH) & SCHOOL DISTRICT (SD) DEMOGRAPHICS

	TOTAL EDI	STUDENT MEAN AGE	#MALE	# FEMALE	# OF ELL	# OF SPECIAL NEEDS
NH	157	5.67	86	71	21	Less than 5
SD	1197	5.65	616	581	169	35

WAVE 7 VULNERABILITY ON ONE OR MORE SCALES

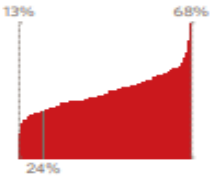
PERCENT OF CHILDREN VULNERABLE

24% NH 26% SD

NUMBER OF CHILDREN VULNERABLE

37 NH 307 SD

YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 VULNERABILITY TRENDS ON ONE OR MORE SCALES

TRENDS IN PERCENT OF CHILDREN VULNERABLE

WAVE	2	3	4	5	6	7
NH (%)	NA	26	22	30	26	24
SD (%)	NA	23	21	29	25	26

MEANINGFUL CHANGE OVER TIME IN VULNERABILITY

Wave 2 - 7 Long-Term (LT) Trend NA

Wave 6 - 7 Short-Term (ST) Trend

MEANINGFUL INCREASE | MEANINGFUL DECREASE | STABLE | NA NO DATA/SUPPRESSED

LYNNMOUR - BLUERIDGE

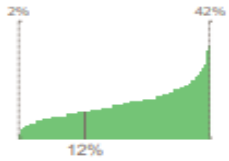
PHYSICAL HEALTH & WELL-BEING

WAVE 7 SCALE LEVEL DATA

12% NH 11% SD

19 NH 132 SD

WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



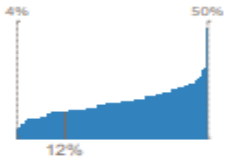
SOCIAL COMPETENCE

WAVE 7 SCALE LEVEL DATA

12% NH 13% SD

19 NH 155 SD

WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



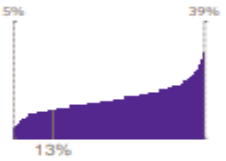
EMOTIONAL MATURITY

WAVE 7 SCALE LEVEL DATA

13% NH 15% SD

20 NH 183 SD

WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



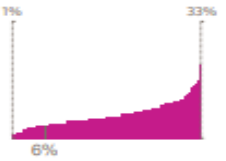
LANGUAGE & COGNITIVE DEVELOPMENT

WAVE 7 SCALE LEVEL DATA

6% NH 7% SD

9 NH 83 SD

WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



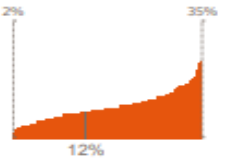
COMMUNICATION SKILLS & GENERAL KNOWLEDGE

WAVE 7 SCALE LEVEL DATA

12% NH 11% SD

19 NH 133 SD

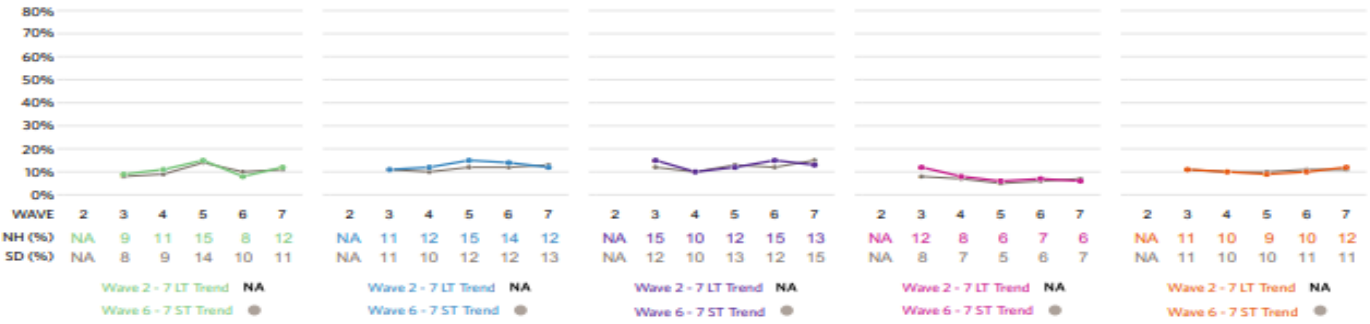
WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 SCALE LEVEL TRENDS

MEANINGFUL INCREASE | MEANINGFUL DECREASE | STABLE | NA NO DATA/SUPPRESSED



WAVE	2	3	4	5	6	7
NH (%)	NA	9	11	15	8	12
SD (%)	NA	8	9	14	10	11

Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend

WAVE	2	3	4	5	6	7
NH (%)	NA	11	12	15	14	12
SD (%)	NA	11	10	12	12	13

Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend

WAVE	2	3	4	5	6	7
NH (%)	NA	15	10	12	15	13
SD (%)	NA	12	10	13	12	15

Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend

WAVE	2	3	4	5	6	7
NH (%)	NA	12	8	6	7	6
SD (%)	NA	8	7	5	6	7

Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend

WAVE	2	3	4	5	6	7
NH (%)	NA	11	10	9	10	12
SD (%)	NA	11	10	10	11	11

Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend

Note: Data is suppressed for waves when there are fewer than 35 Kindergarten children in the neighbourhood. For a complete table of school district and neighbourhood results, see the Appendices.

NORGATE - PEMBERTON

TOTAL NUMBER OF CHILDREN: 146

NEIGHBOURHOOD (NH) & SCHOOL DISTRICT (SD) DEMOGRAPHICS

	TOTAL EDI	STUDENT MEAN AGE	#MALE	# FEMALE	# OF ELL	# OF SPECIAL NEEDS
NH	146	5.62	77	69	25	Less than 5
SD	1197	5.65	616	581	169	35

WAVE 7 VULNERABILITY ON ONE OR MORE SCALES

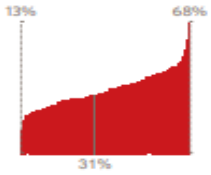
PERCENT OF CHILDREN VULNERABLE

31% NH 26% SD

NUMBER OF CHILDREN VULNERABLE

45 NH 307 SD

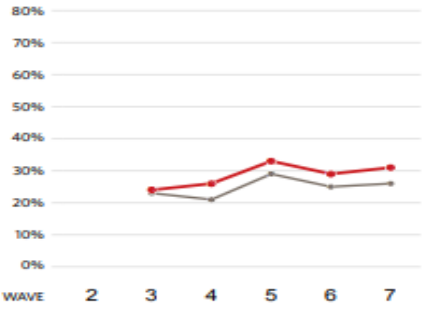
YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 VULNERABILITY TRENDS ON ONE OR MORE SCALES

TRENDS IN PERCENT OF CHILDREN VULNERABLE



WAVE	2	3	4	5	6	7
NH (%)	NA	24	26	33	29	31
SD (%)	NA	23	21	29	25	26

MEANINGFUL CHANGE OVER TIME IN VULNERABILITY

Wave 2 - 7 Long-Term (LT) Trend NA

Wave 6 - 7 Short-Term (ST) Trend

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED

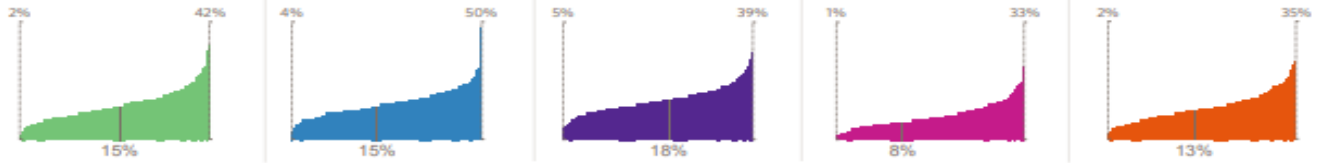
NORGATE - PEMBERTON

PHYSICAL HEALTH & WELL-BEING | SOCIAL COMPETENCE | EMOTIONAL MATURITY | LANGUAGE & COGNITIVE DEVELOPMENT | COMMUNICATION SKILLS & GENERAL KNOWLEDGE

WAVE 7 SCALE LEVEL DATA

	PHYSICAL HEALTH & WELL-BEING	SOCIAL COMPETENCE	EMOTIONAL MATURITY	LANGUAGE & COGNITIVE DEVELOPMENT	COMMUNICATION SKILLS & GENERAL KNOWLEDGE
NH	15%	15%	18%	8%	13%
SD	11%	13%	15%	7%	11%
NH	22	22	26	11	19
SD	132	155	183	83	133

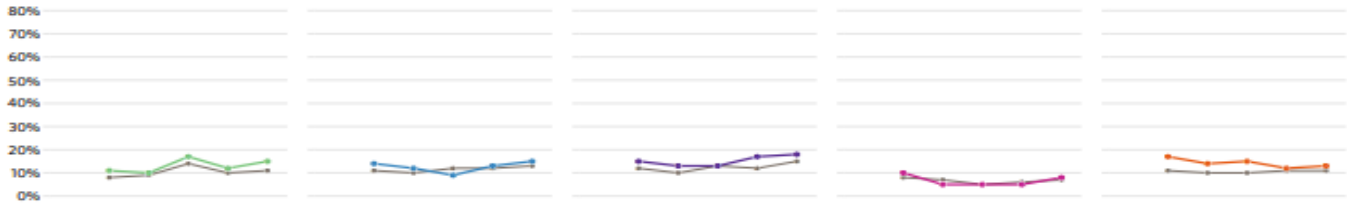
WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 SCALE LEVEL TRENDS

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED



WAVE	2	3	4	5	6	7
NH (%)	NA	11	10	17	12	15
SD (%)	NA	8	9	14	10	11
NH (%)	NA	14	12	9	13	15
SD (%)	NA	11	10	12	12	13
NH (%)	NA	15	13	13	17	18
SD (%)	NA	12	10	13	12	15
NH (%)	NA	10	5	5	5	8
SD (%)	NA	8	7	5	6	7
NH (%)	NA	17	14	15	12	13
SD (%)	NA	11	10	10	11	11

Wave 2 - 7 LT Trend NA Wave 6 - 7 ST Trend

Note: Data is suppressed for waves when there are fewer than 35 Kindergarten children in the neighbourhood. For a complete table of school district and neighbourhood results, see the Appendices.

UPPER CAPILANO - EDGEMONT

TOTAL NUMBER OF CHILDREN: 161

NEIGHBOURHOOD (NH) & SCHOOL DISTRICT (SD) DEMOGRAPHICS

	TOTAL EDI	STUDENT MEAN AGE	#MALE	# FEMALE	# OF ELL	# OF SPECIAL NEEDS
NH	161	5.65	87	74	29	7
SD	1197	5.65	616	581	169	35

WAVE 7 VULNERABILITY ON ONE OR MORE SCALES

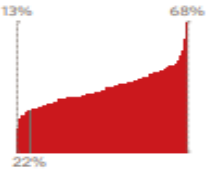
PERCENT OF CHILDREN VULNERABLE

22% NH 26% SD

NUMBER OF CHILDREN VULNERABLE

36 NH 307 SD

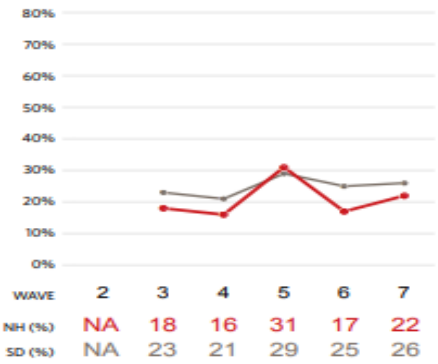
YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 VULNERABILITY TRENDS ON ONE OR MORE SCALES

TRENDS IN PERCENT OF CHILDREN VULNERABLE



WAVE	2	3	4	5	6	7
NH (%)	NA	18	16	31	17	22
SD (%)	NA	23	21	29	25	26

MEANINGFUL CHANGE OVER TIME IN VULNERABILITY

Wave 2 - 7 Long-Term (LT) Trend NA

Wave 6 - 7 Short-Term (ST) Trend ▲

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED

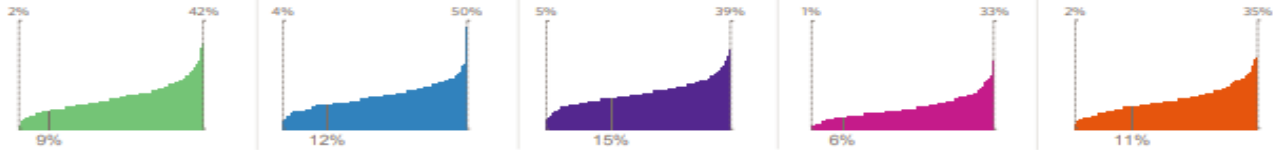
UPPER CAPILANO - EDGEMONT

PHYSICAL HEALTH & WELL-BEING | SOCIAL COMPETENCE | EMOTIONAL MATURITY | LANGUAGE & COGNITIVE DEVELOPMENT | COMMUNICATION SKILLS & GENERAL KNOWLEDGE

WAVE 7 SCALE LEVEL DATA

	PHYSICAL HEALTH & WELL-BEING	SOCIAL COMPETENCE	EMOTIONAL MATURITY	LANGUAGE & COGNITIVE DEVELOPMENT	COMMUNICATION SKILLS & GENERAL KNOWLEDGE
NH	9%	12%	15%	6%	11%
SD	11%	13%	15%	7%	11%
	14 NH / 132 SD	20 NH / 155 SD	24 NH / 183 SD	10 NH / 83 SD	18 NH / 133 SD

WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 SCALE LEVEL TRENDS

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED

	PHYSICAL HEALTH & WELL-BEING						SOCIAL COMPETENCE						EMOTIONAL MATURITY						LANGUAGE & COGNITIVE DEVELOPMENT						COMMUNICATION SKILLS & GENERAL KNOWLEDGE					
WAVE	2	3	4	5	6	7	2	3	4	5	6	7	2	3	4	5	6	7	2	3	4	5	6	7	2	3	4	5	6	7
NH (%)	NA	6	7	15	7	9	NA	9	7	10	8	12	NA	8	5	15	9	15	NA	3	2	4	3	6	NA	4	7	15	6	11
SD (%)	NA	8	9	14	10	11	NA	11	10	12	12	13	NA	12	10	13	12	15	NA	8	7	5	6	7	NA	11	10	10	11	11
	Wave 2 - 7 LT Trend NA						Wave 2 - 7 LT Trend NA						Wave 2 - 7 LT Trend NA						Wave 2 - 7 LT Trend NA						Wave 2 - 7 LT Trend NA					
	Wave 6 - 7 ST Trend ●						Wave 6 - 7 ST Trend ▲						Wave 6 - 7 ST Trend ▲						Wave 6 - 7 ST Trend ●						Wave 6 - 7 ST Trend ▲					

Note: Data is suppressed for waves when there are fewer than 35 Kindergarten children in the neighbourhood. For a complete table of school district and neighbourhood results, see the Appendices.

WESTLYNN

TOTAL NUMBER OF CHILDREN: 70

NEIGHBOURHOOD (NH) & SCHOOL DISTRICT (SD) DEMOGRAPHICS

	TOTAL EDI	STUDENT MEAN AGE	#MALE	# FEMALE	# OF ELL	# OF SPECIAL NEEDS
NH	70	5.65	40	30	5	Less than 5
SD	1197	5.65	616	581	169	35

WAVE 7 VULNERABILITY ON ONE OR MORE SCALES

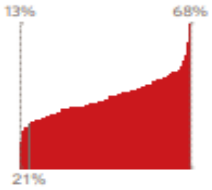
PERCENT OF CHILDREN VULNERABLE

21% NH 26% SD

NUMBER OF CHILDREN VULNERABLE

15 NH 307 SD

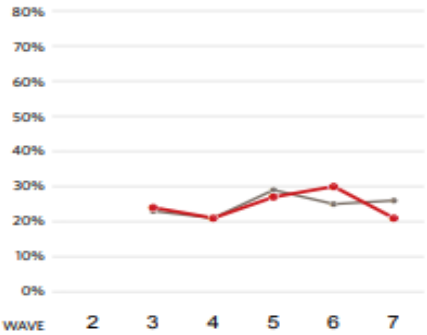
YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 VULNERABILITY TRENDS ON ONE OR MORE SCALES

TRENDS IN PERCENT OF CHILDREN VULNERABLE



WAVE	2	3	4	5	6	7
NH (%)	NA	24	21	27	30	21
SD (%)	NA	23	21	29	25	26

MEANINGFUL CHANGE OVER TIME IN VULNERABILITY

Wave 2 - 7 Long-Term (LT) Trend NA

Wave 6 - 7 Short-Term (ST) Trend ▼

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED

WESTLYNN

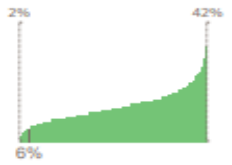
PHYSICAL HEALTH & WELL-BEING

WAVE 7 SCALE LEVEL DATA

6% NH 11% SD

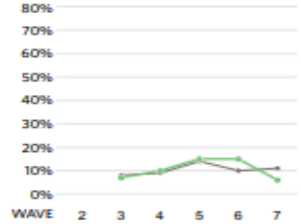
4 132

WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 SCALE LEVEL TRENDS



WAVE	2	3	4	5	6	7
NH (%)	NA	7	10	15	15	6
SD (%)	NA	8	9	14	10	11

Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend ▼

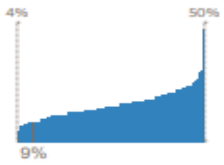
SOCIAL COMPETENCE

WAVE 7 SCALE LEVEL DATA

9% NH 13% SD

6 155

WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 SCALE LEVEL TRENDS

WAVE	2	3	4	5	6	7
NH (%)	NA	11	7	12	17	9
SD (%)	NA	11	10	12	12	13

Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend ▼

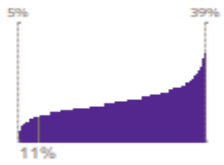
EMOTIONAL MATURITY

WAVE 7 SCALE LEVEL DATA

11% NH 15% SD

8 183

WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 SCALE LEVEL TRENDS

WAVE	2	3	4	5	6	7
NH (%)	NA	15	13	16	14	11
SD (%)	NA	12	10	13	12	15

Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend ●

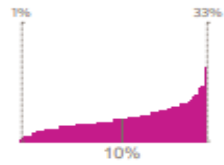
LANGUAGE & COGNITIVE DEVELOPMENT

WAVE 7 SCALE LEVEL DATA

10% NH 7% SD

7 83

WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 SCALE LEVEL TRENDS

WAVE	2	3	4	5	6	7
NH (%)	NA	9	10	10	9	10
SD (%)	NA	8	7	5	6	7

Wave 2 - 7 LT Trend NA

Wave 6 - 7 ST Trend ●

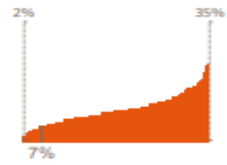
COMMUNICATION SKILLS & GENERAL KNOWLEDGE

WAVE 7 SCALE LEVEL DATA

7% NH 11% SD

5 133

WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 SCALE LEVEL TRENDS

WAVE	2	3	4	5	6	7
NH (%)	NA	7	7	7	11	7
SD (%)	NA	11	10	10	11	11

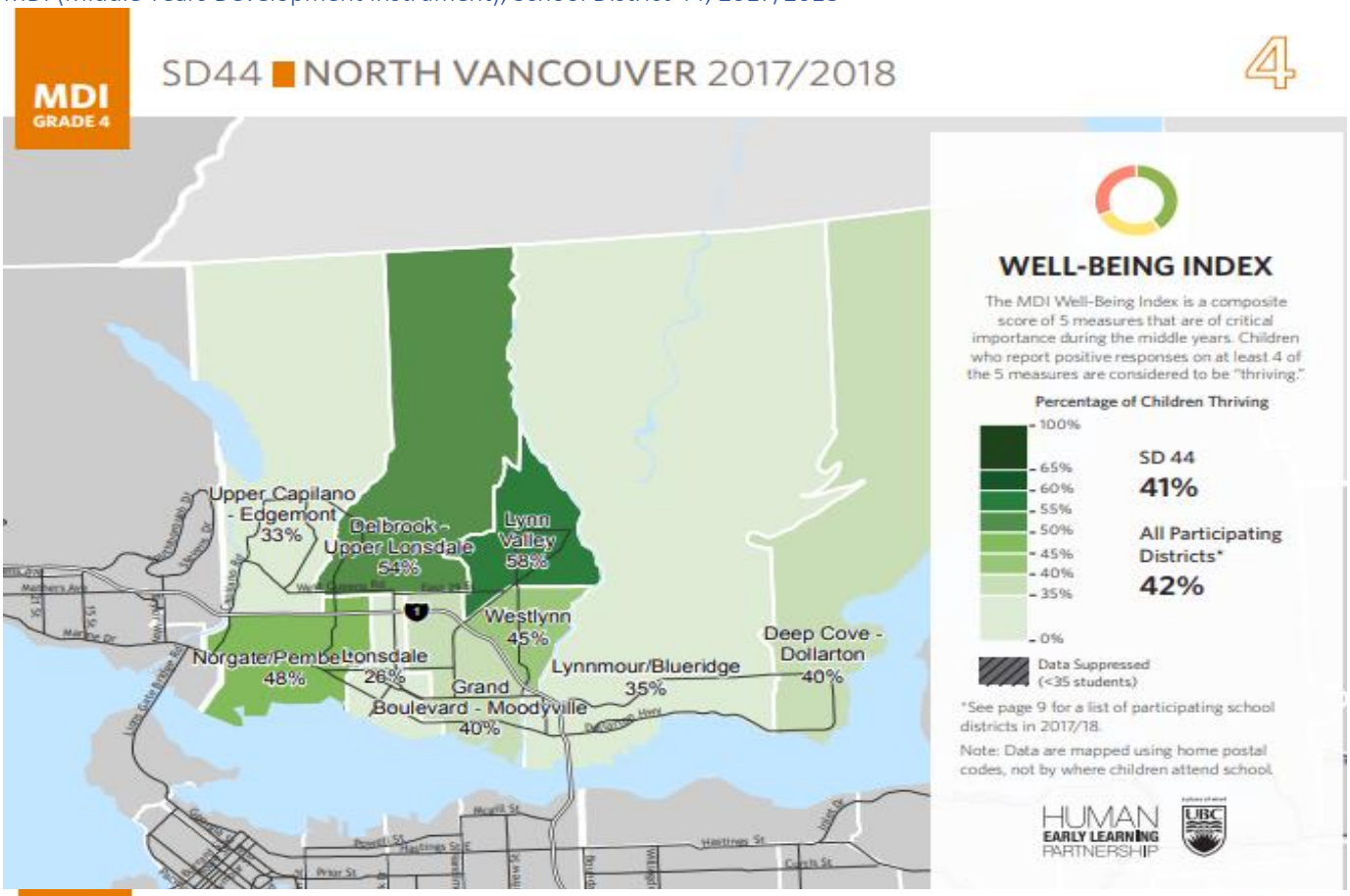
Wave 2 - 7 LT Trend NA

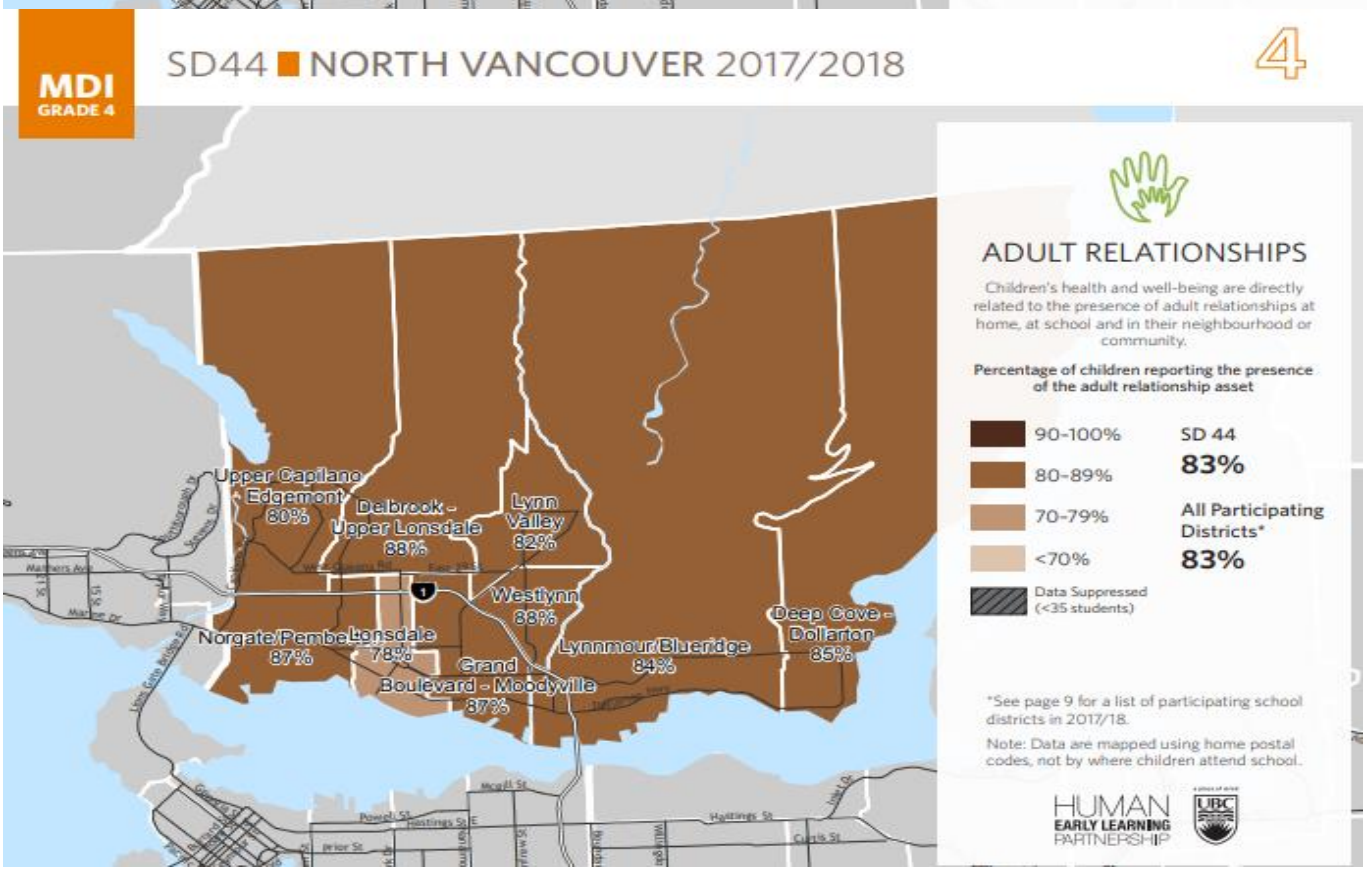
Wave 6 - 7 ST Trend ●

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED

Note: Data is suppressed for waves when there are fewer than 35 Kindergarten children in the neighbourhood. For a complete table of school district and neighbourhood results, see the Appendices.

MDI (Middle Years Development Instrument), School District 44, 2017/2018

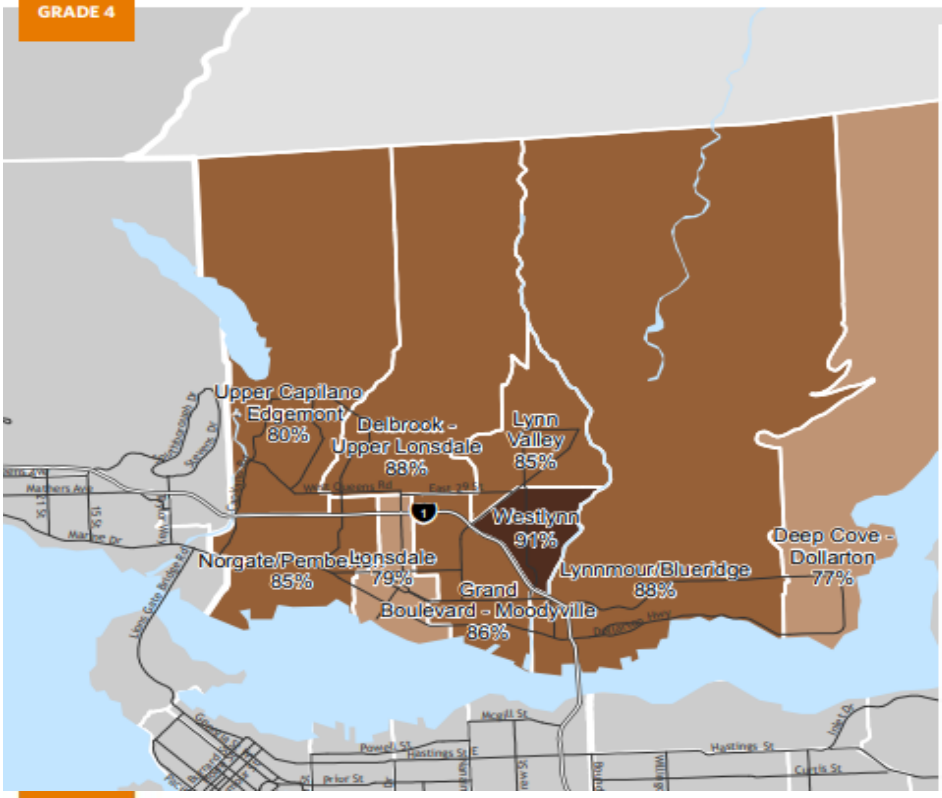




MDI
GRADE 4

SD44 ■ NORTH VANCOUVER 2017/2018

4



PEER RELATIONSHIPS

Children's health and well-being are directly related to feeling a sense of belonging with their peers and having close or intimate friendships.

Percentage of children reporting the presence of the peer relationship asset

- 90-100%
- 80-89%
- 70-79%
- <70%
- Data Suppressed (<35 students)

SD 44
84%

All Participating Districts*
84%

*See page 9 for a list of participating school districts in 2017/18.

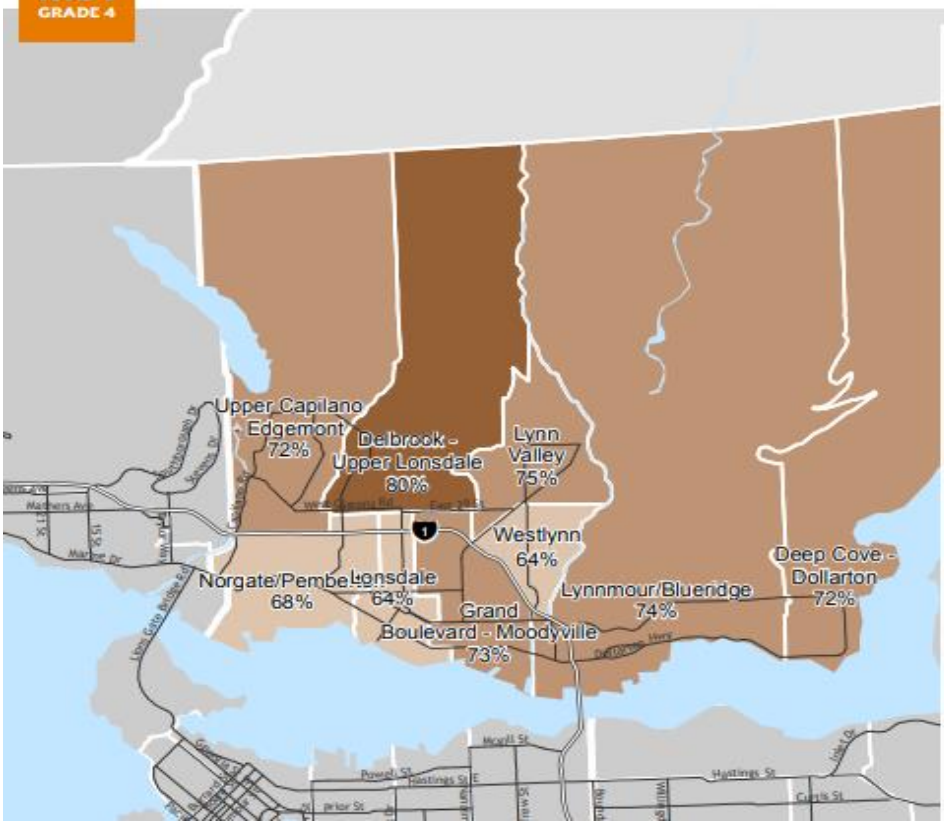
Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN EARLY LEARNING PARTNERSHIP

MDI
GRADE 4

SD44 ■ NORTH VANCOUVER 2017/2018

4



NUTRITION & SLEEP

Children's health and well-being are directly related to their nutrition and sleeping habits.

Percentage of children reporting the presence of the nutrition and sleep asset

- 90-100%
- 80-89%
- 70-79%
- <70%
- Data Suppressed (<35 students)

SD 44
71%

All Participating Districts*
66%

*See page 9 for a list of participating school districts in 2017/18.

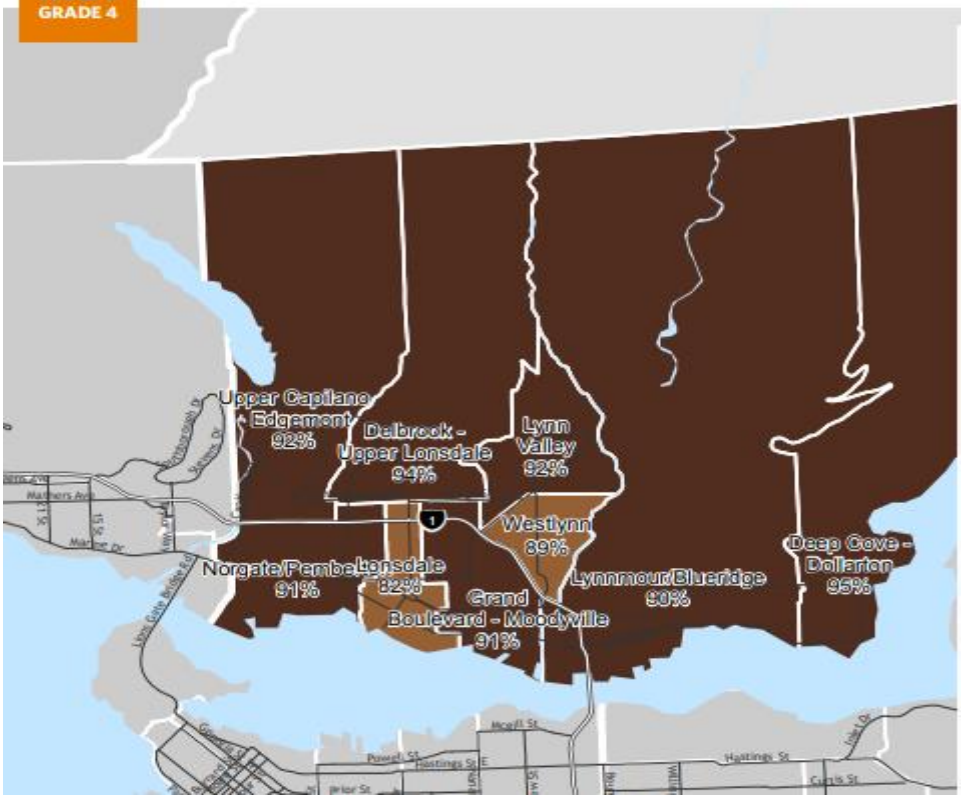
Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN EARLY LEARNING PARTNERSHIP

MDI GRADE 4

SD44 ■ NORTH VANCOUVER 2017/2018

4



AFTER-SCHOOL ACTIVITIES

Children's health and well-being are directly related to the positive activities they participate in during the after-school hours of 3-6pm.

Percentage of children reporting the presence of the after-school activity asset

- 90-100%
- 80-89%
- 70-79%
- <70%
- Data Suppressed (<35 students)

SD 44
90%

All Participating Districts*
86%

*See page 9 for a list of participating school districts in 2017/18.

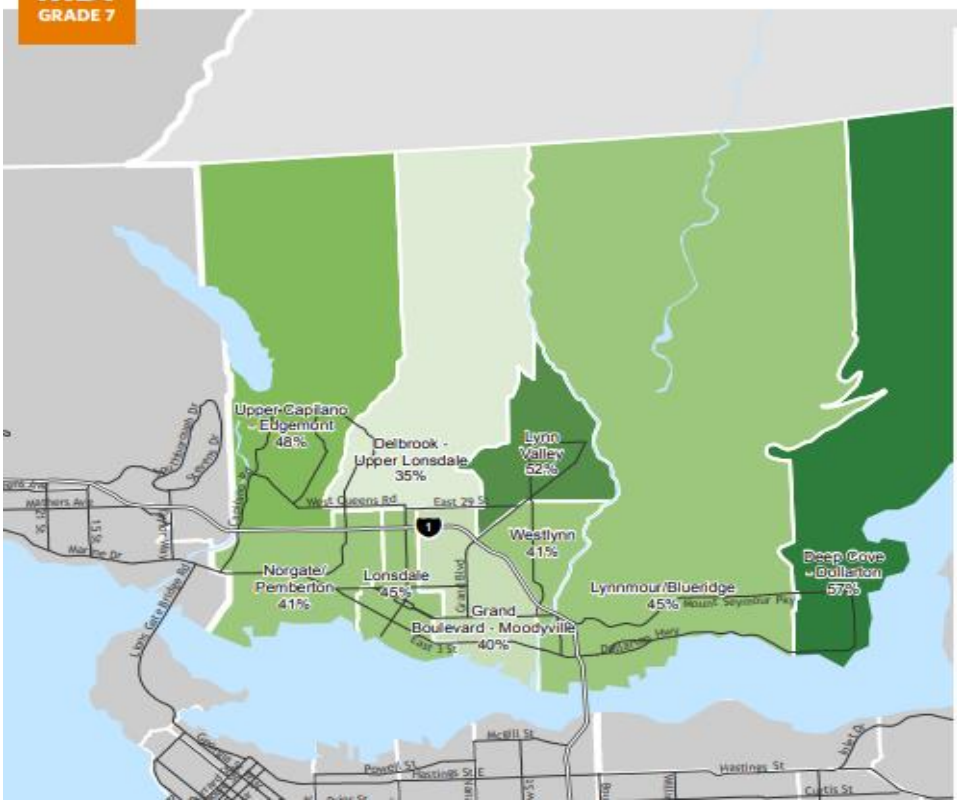
Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN EARLY LEARNING PARTNERSHIP

MDI GRADE 7

SD44 ■ NORTH VANCOUVER 2017/2018

7



WELL-BEING INDEX

The MDI Well-Being Index is a composite score of 5 measures that are of critical importance during the middle years. Children who report positive responses on at least 4 of the 5 measures are considered to be "thriving."

Percentage of Children Thriving

- 100%
- 65%
- 60%
- 55%
- 50%
- 45%
- 40%
- 35%
- 0%
- Data Suppressed (<35 students)

SD 44
45%

All Participating Districts*
38%

*See page 9 for a list of participating school districts in 2017/18.

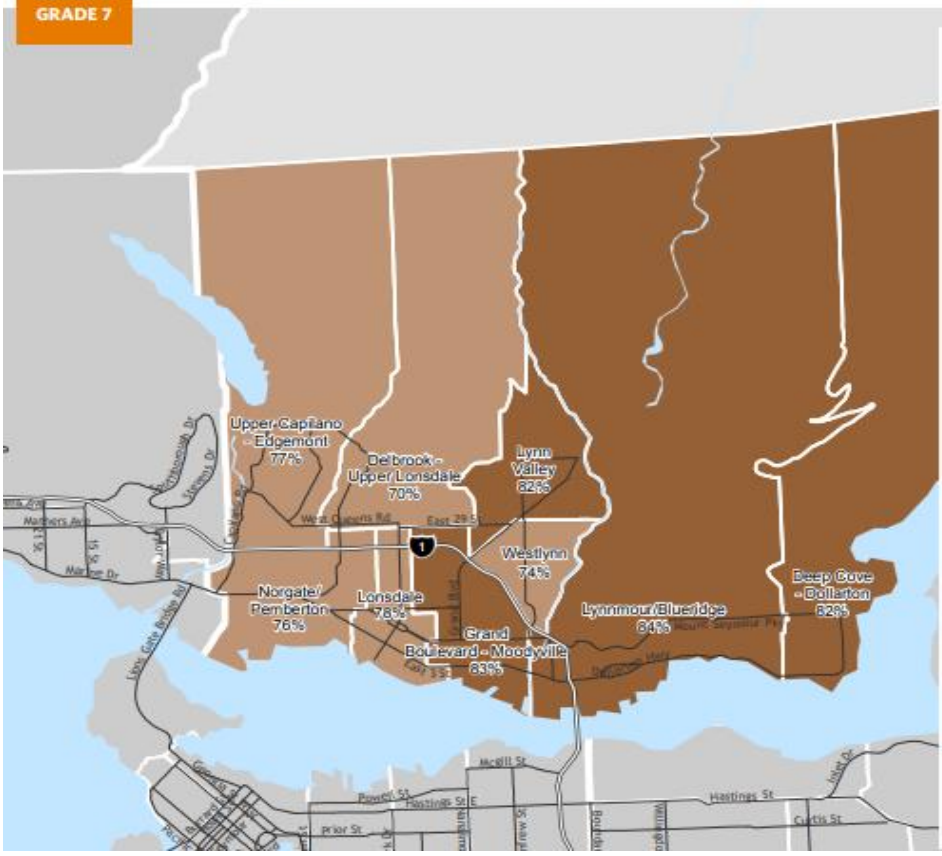
Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN EARLY LEARNING PARTNERSHIP

MDI
GRADE 7

SD44 ■ NORTH VANCOUVER 2017/2018

7



ADULT RELATIONSHIPS

Children's health and well-being are directly related to the presence of adult relationships at home, at school and in their neighbourhood or community.

Percentage of children reporting the presence of the adult relationship asset

- 90-100%
- 80-89%
- 70-79%
- <70%
- Data Suppressed (<35 students)

SD 44
79%

All Participating Districts*
74%

*See page 9 for a list of participating school districts in 2017/18.

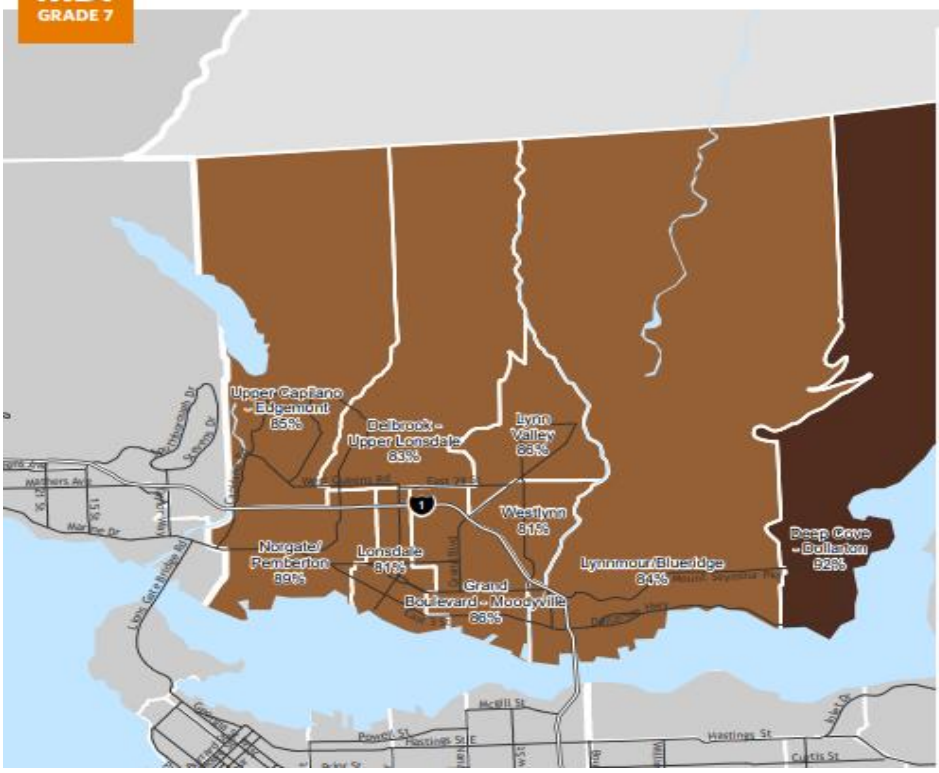
Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN EARLY LEARNING PARTNERSHIP

MDI
GRADE 7

SD44 ■ NORTH VANCOUVER 2017/2018

7



PEER RELATIONSHIPS

Children's health and well-being are directly related to feeling a sense of belonging with their peers and having close or intimate friendships.

Percentage of children reporting the presence of the peer relationship asset

- 90-100%
- 80-89%
- 70-79%
- <70%
- Data Suppressed (<35 students)

SD 44
85%

All Participating Districts*
82%

*See page 9 for a list of participating school districts in 2017/18.

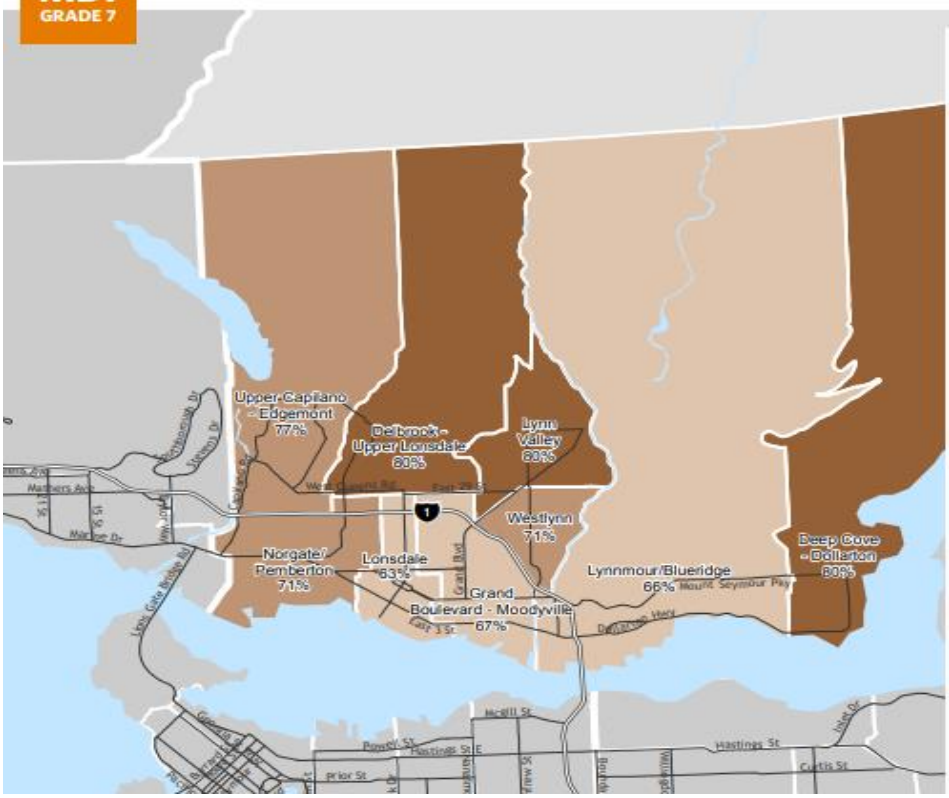
Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN EARLY LEARNING PARTNERSHIP

MDI
GRADE 7

SD44 ■ NORTH VANCOUVER 2017/2018

7



NUTRITION & SLEEP

Children's health and well-being are directly related to their nutrition and sleeping habits.

Percentage of children reporting the presence of the nutrition and sleep asset

- 90-100%
- 80-89%
- 70-79%
- <70%
- Data Suppressed (<35 students)

SD 44
71%

All Participating Districts*
67%

*See page 9 for a list of participating school districts in 2017/18.

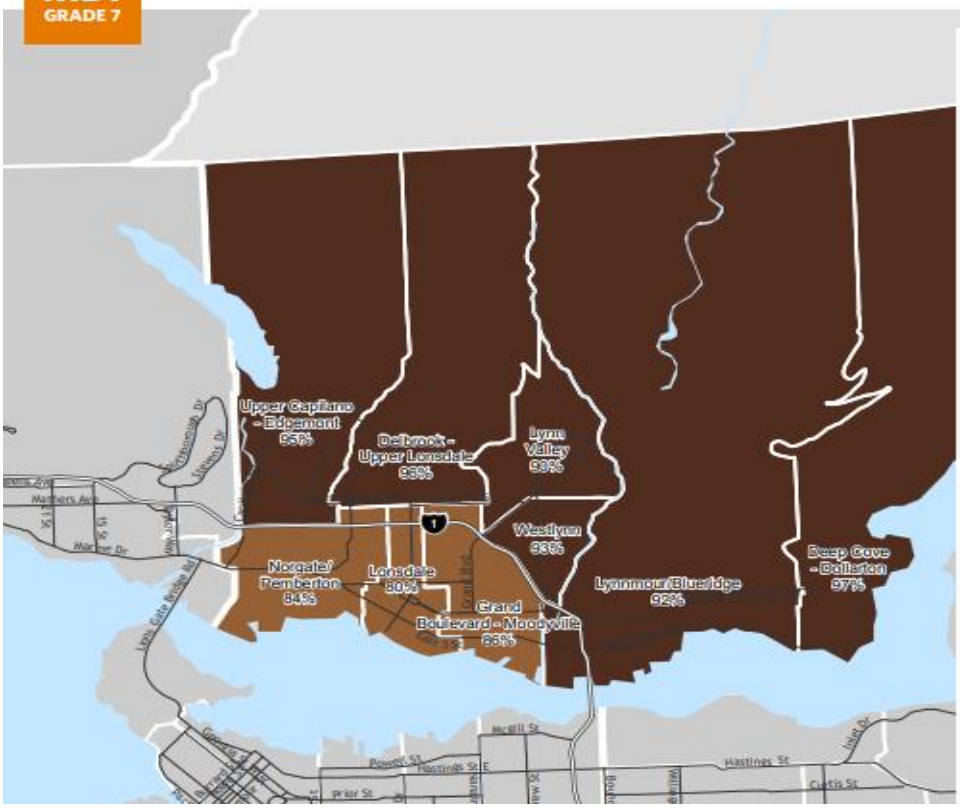
Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN EARLY LEARNING PARTNERSHIP

MDI
GRADE 7

SD44 ■ NORTH VANCOUVER 2017/2018

7



AFTER-SCHOOL ACTIVITIES

Children's health and well-being are directly related to the positive activities they participate in during the after-school hours of 3-6pm.

Percentage of children reporting the presence of the after-school activity asset

- 90-100%
- 80-89%
- 70-79%
- <70%
- Data Suppressed (<35 students)

SD 44
89%

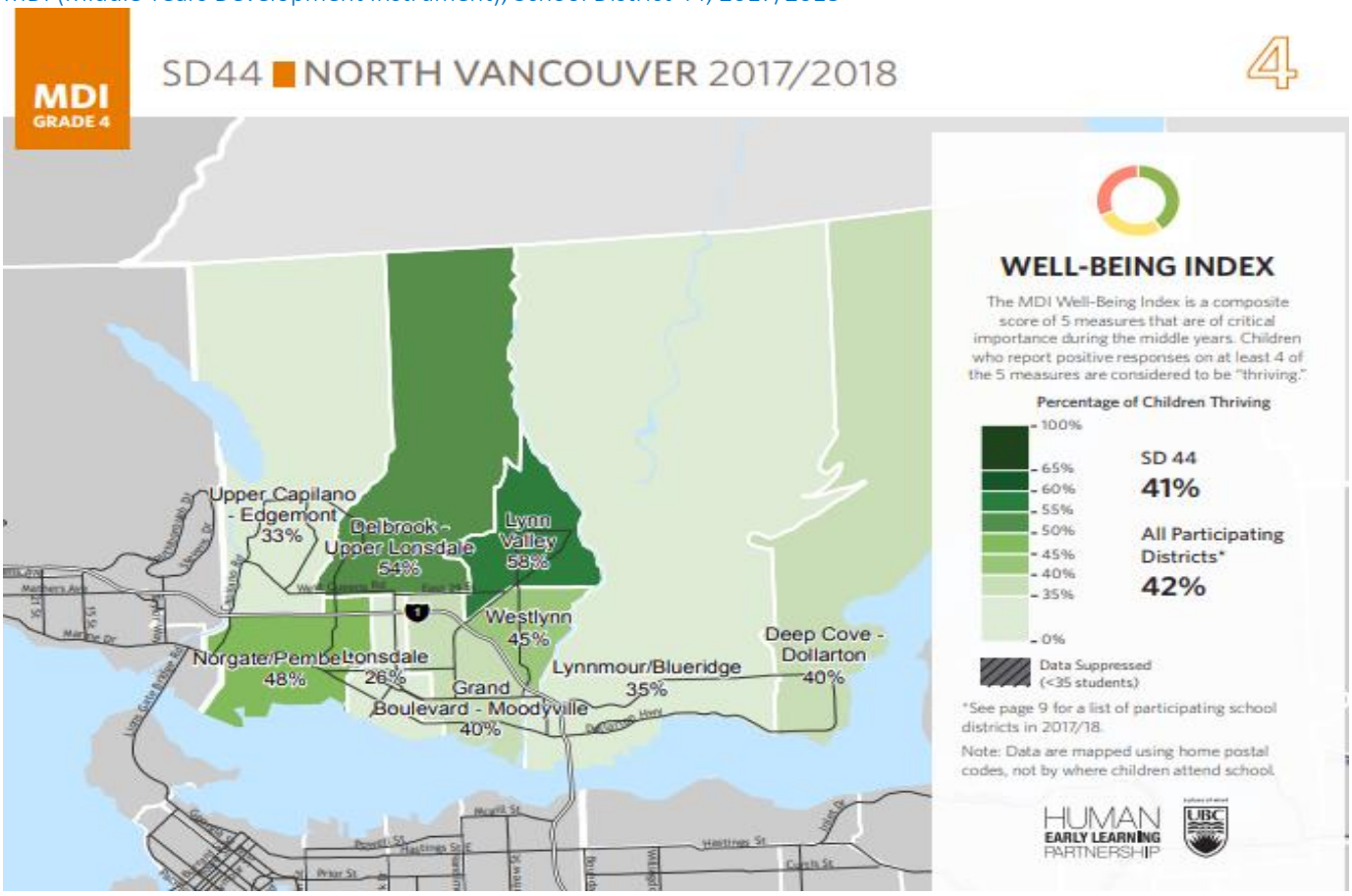
All Participating Districts*
85%

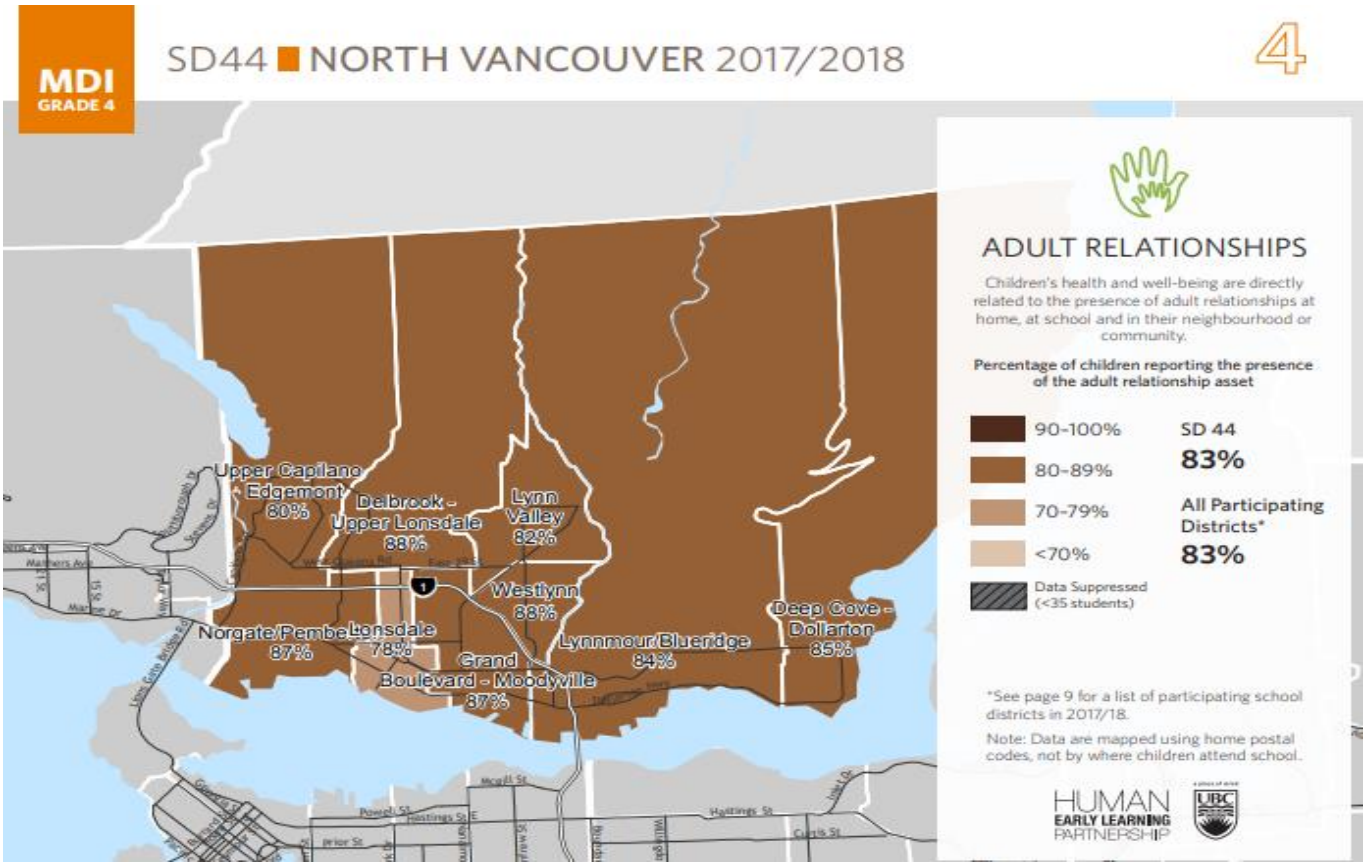
*See page 9 for a list of participating school districts in 2017/18.

Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN EARLY LEARNING PARTNERSHIP

MDI (Middle Years Development Instrument), School District 44, 2017/2018

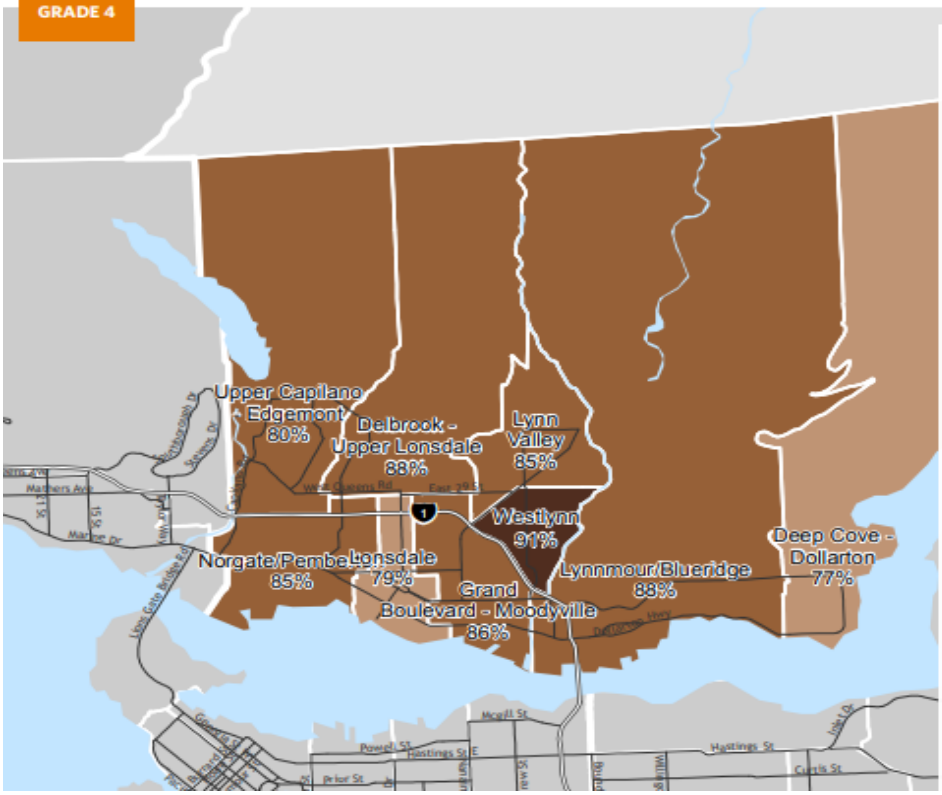




MDI
GRADE 4

SD44 ■ NORTH VANCOUVER 2017/2018

4



PEER RELATIONSHIPS

Children's health and well-being are directly related to feeling a sense of belonging with their peers and having close or intimate friendships.

Percentage of children reporting the presence of the peer relationship asset

- 90-100%
- 80-89%
- 70-79%
- <70%
- Data Suppressed (<35 students)

SD 44
84%

All Participating Districts*
84%

*See page 9 for a list of participating school districts in 2017/18.

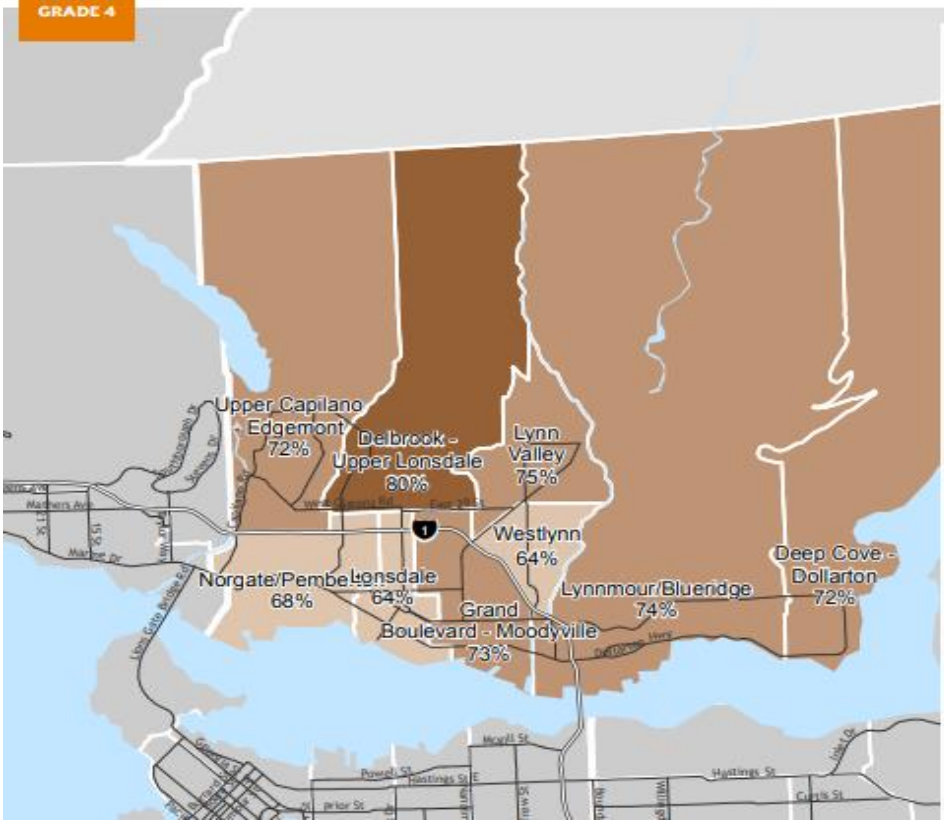
Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN EARLY LEARNING PARTNERSHIP

MDI
GRADE 4

SD44 ■ NORTH VANCOUVER 2017/2018

4



NUTRITION & SLEEP

Children's health and well-being are directly related to their nutrition and sleeping habits.

Percentage of children reporting the presence of the nutrition and sleep asset

- 90-100%
- 80-89%
- 70-79%
- <70%
- Data Suppressed (<35 students)

SD 44
71%

All Participating Districts*
66%

*See page 9 for a list of participating school districts in 2017/18.

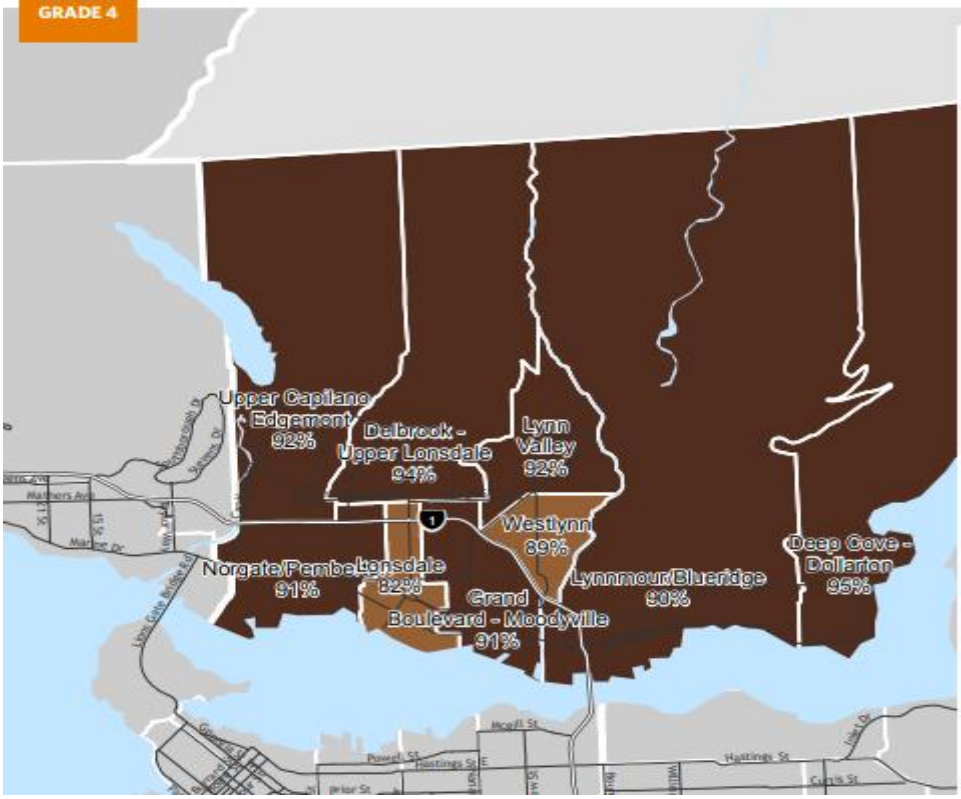
Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN EARLY LEARNING PARTNERSHIP

MDI GRADE 4

SD44 ■ NORTH VANCOUVER 2017/2018

4



AFTER-SCHOOL ACTIVITIES

Children's health and well-being are directly related to the positive activities they participate in during the after-school hours of 3-6pm.

Percentage of children reporting the presence of the after-school activity asset

- 90-100%
- 80-89%
- 70-79%
- <70%
- Data Suppressed (<35 students)

SD 44
90%

All Participating Districts*
86%

*See page 9 for a list of participating school districts in 2017/18.

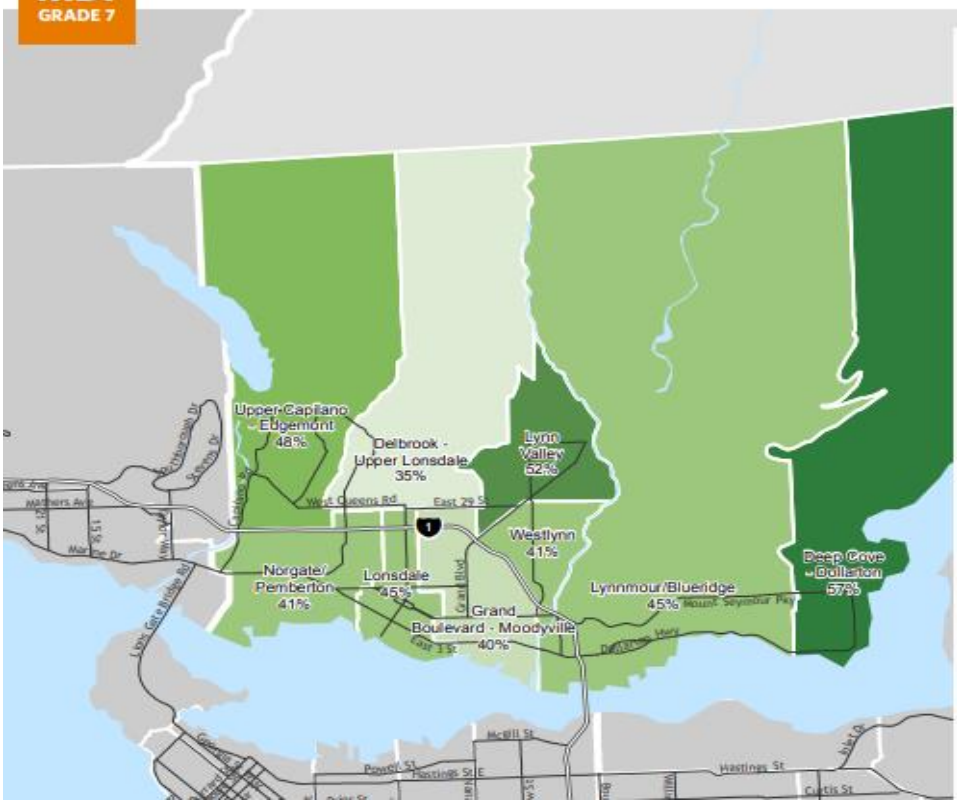
Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN EARLY LEARNING PARTNERSHIP

MDI GRADE 7

SD44 ■ NORTH VANCOUVER 2017/2018

7



WELL-BEING INDEX

The MDI Well-Being Index is a composite score of 5 measures that are of critical importance during the middle years. Children who report positive responses on at least 4 of the 5 measures are considered to be "thriving."

Percentage of Children Thriving

- 100%
- 65%
- 60%
- 55%
- 50%
- 45%
- 40%
- 35%
- 0%
- Data Suppressed (<35 students)

SD 44
45%

All Participating Districts*
38%

*See page 9 for a list of participating school districts in 2017/18.

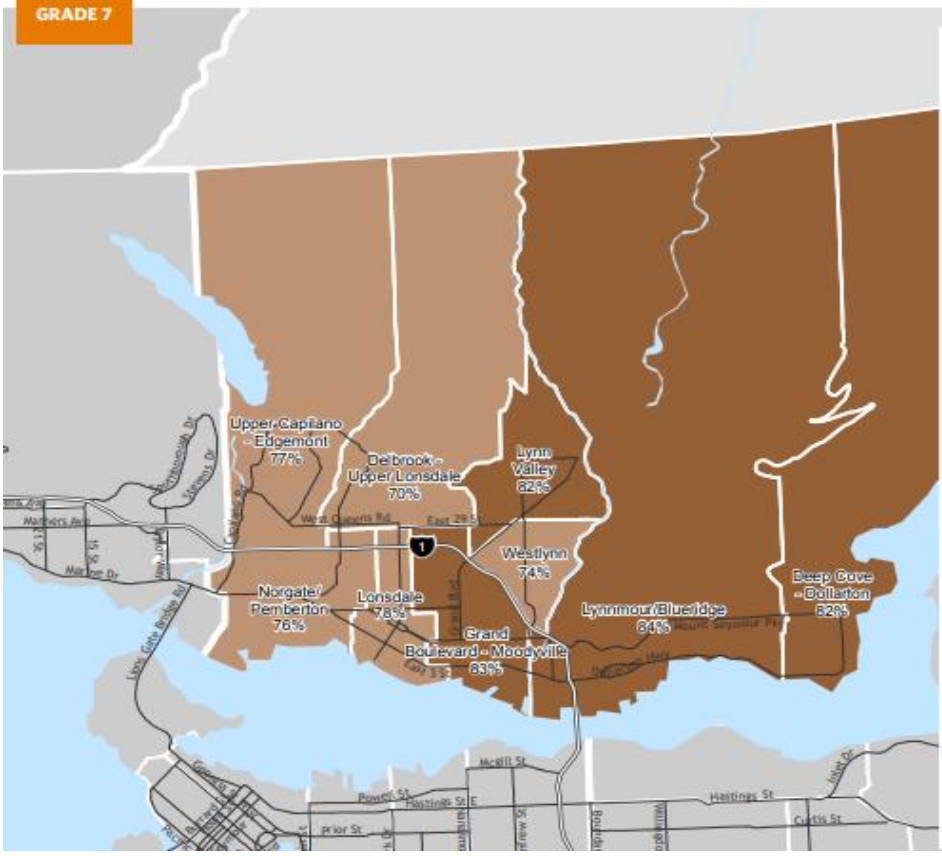
Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN EARLY LEARNING PARTNERSHIP

MDI
GRADE 7

SD44 ■ NORTH VANCOUVER 2017/2018

7



ADULT RELATIONSHIPS

Children's health and well-being are directly related to the presence of adult relationships at home, at school and in their neighbourhood or community.

Percentage of children reporting the presence of the adult relationship asset

- 90-100%
- 80-89%
- 70-79%
- <70%
- Data Suppressed (<35 students)

SD 44
79%

All Participating Districts*
74%

*See page 9 for a list of participating school districts in 2017/18.

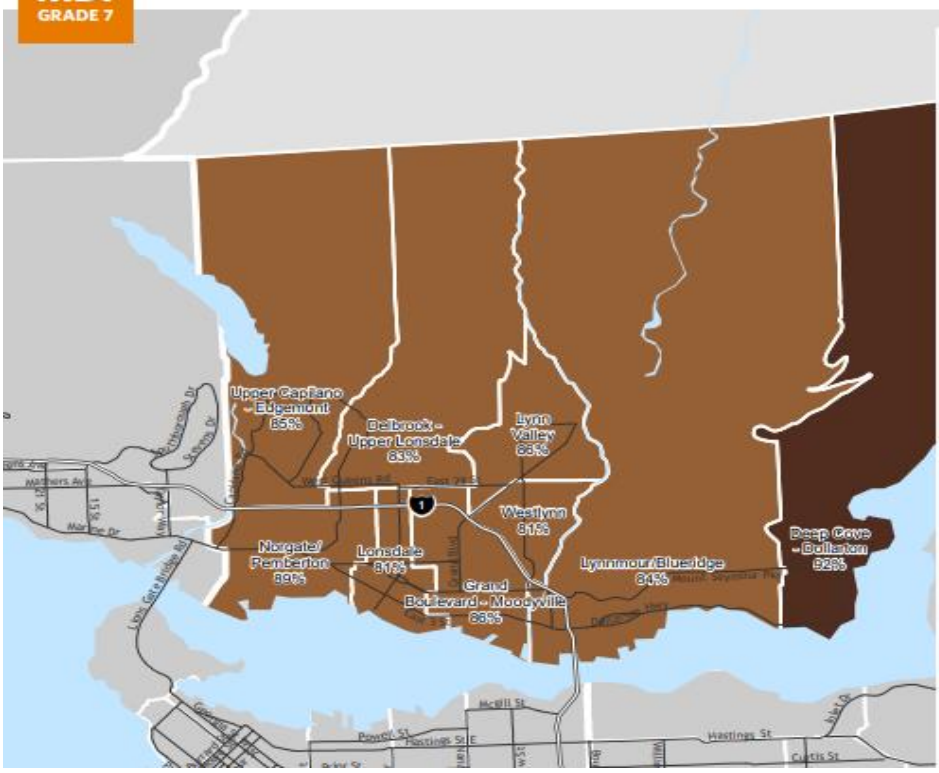
Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN EARLY LEARNING PARTNERSHIP

MDI
GRADE 7

SD44 ■ NORTH VANCOUVER 2017/2018

7



PEER RELATIONSHIPS

Children's health and well-being are directly related to feeling a sense of belonging with their peers and having close or intimate friendships.

Percentage of children reporting the presence of the peer relationship asset

- 90-100%
- 80-89%
- 70-79%
- <70%
- Data Suppressed (<35 students)

SD 44
85%

All Participating Districts*
82%

*See page 9 for a list of participating school districts in 2017/18.

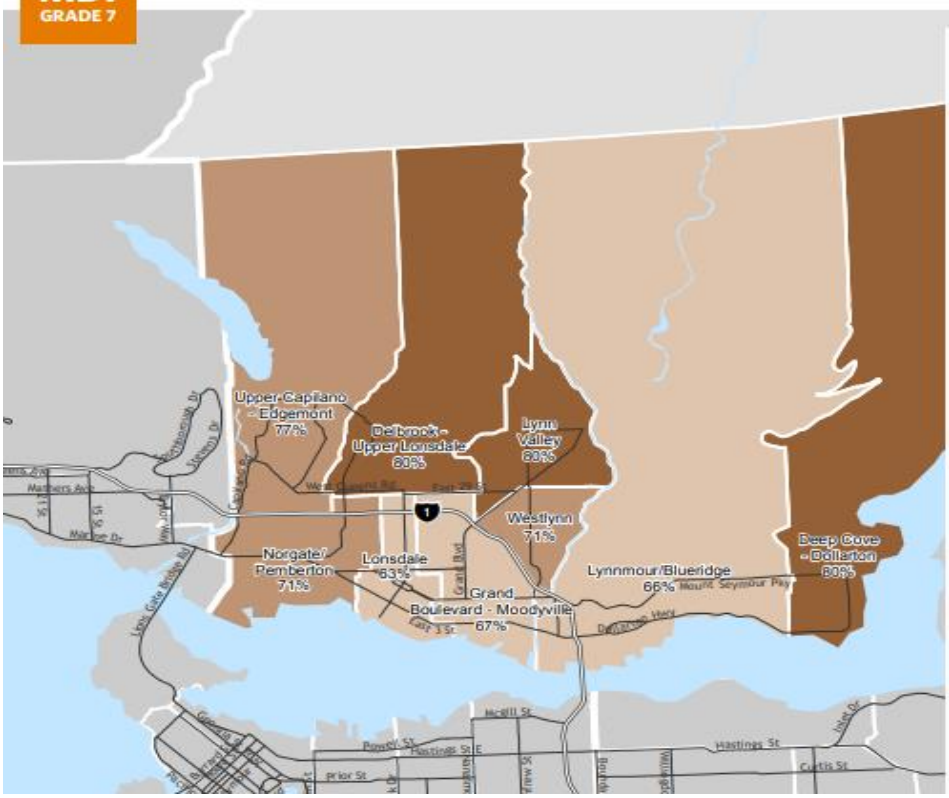
Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN EARLY LEARNING PARTNERSHIP

MDI
GRADE 7

SD44 ■ NORTH VANCOUVER 2017/2018

7



NUTRITION & SLEEP

Children's health and well-being are directly related to their nutrition and sleeping habits.

Percentage of children reporting the presence of the nutrition and sleep asset

- 90-100%
- 80-89%
- 70-79%
- <70%
- Data Suppressed (<35 students)

SD 44
71%

All Participating Districts*
67%

*See page 9 for a list of participating school districts in 2017/18.

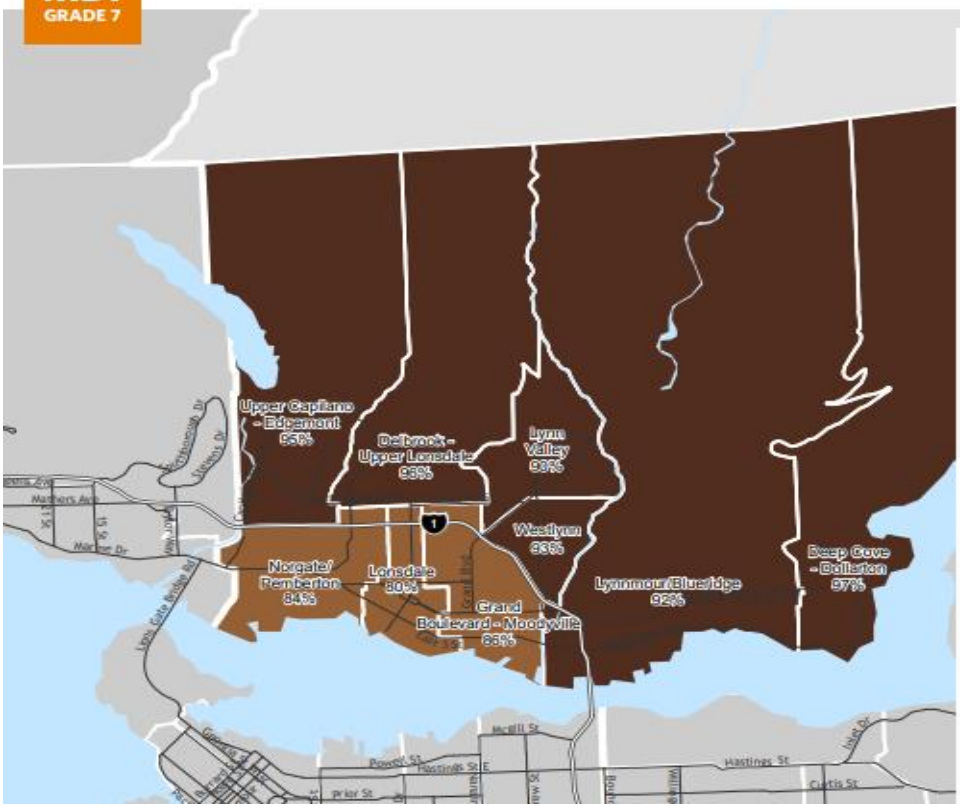
Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN EARLY LEARNING PARTNERSHIP

MDI
GRADE 7

SD44 ■ NORTH VANCOUVER 2017/2018

7



AFTER-SCHOOL ACTIVITIES

Children's health and well-being are directly related to the positive activities they participate in during the after-school hours of 3-6pm.

Percentage of children reporting the presence of the after-school activity asset

- 90-100%
- 80-89%
- 70-79%
- <70%
- Data Suppressed (<35 students)

SD 44
89%

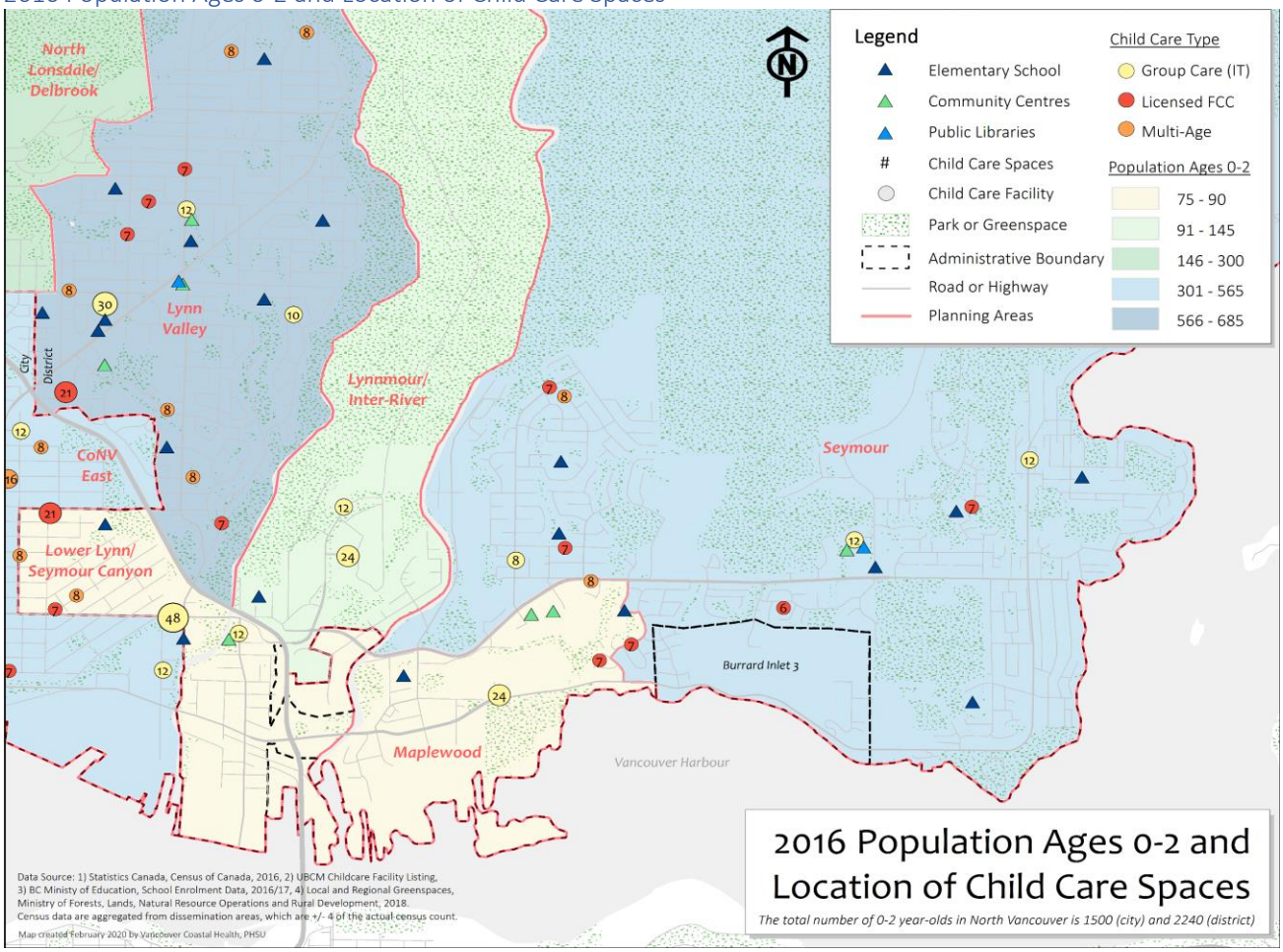
All Participating Districts*
85%

*See page 9 for a list of participating school districts in 2017/18.

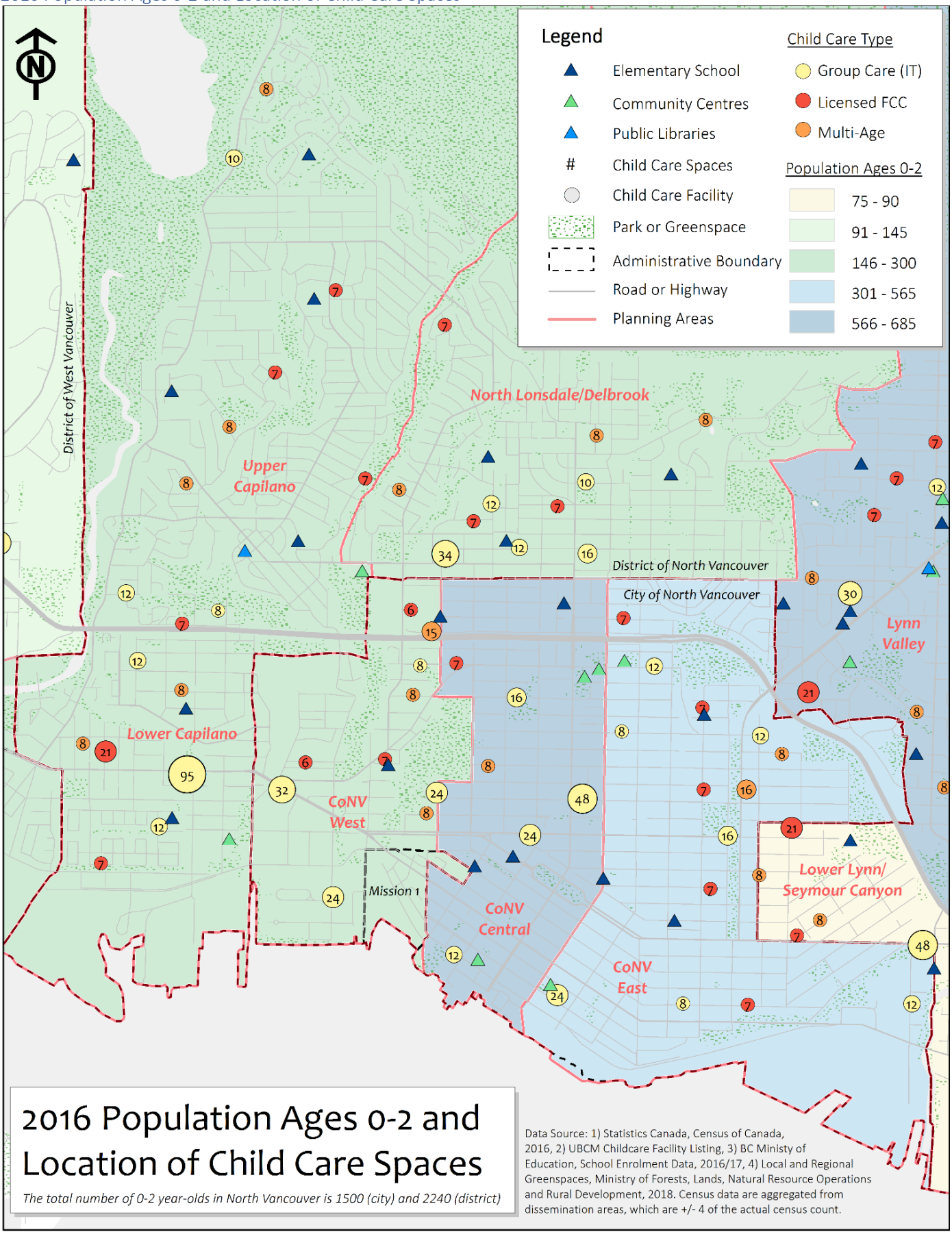
Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN EARLY LEARNING PARTNERSHIP

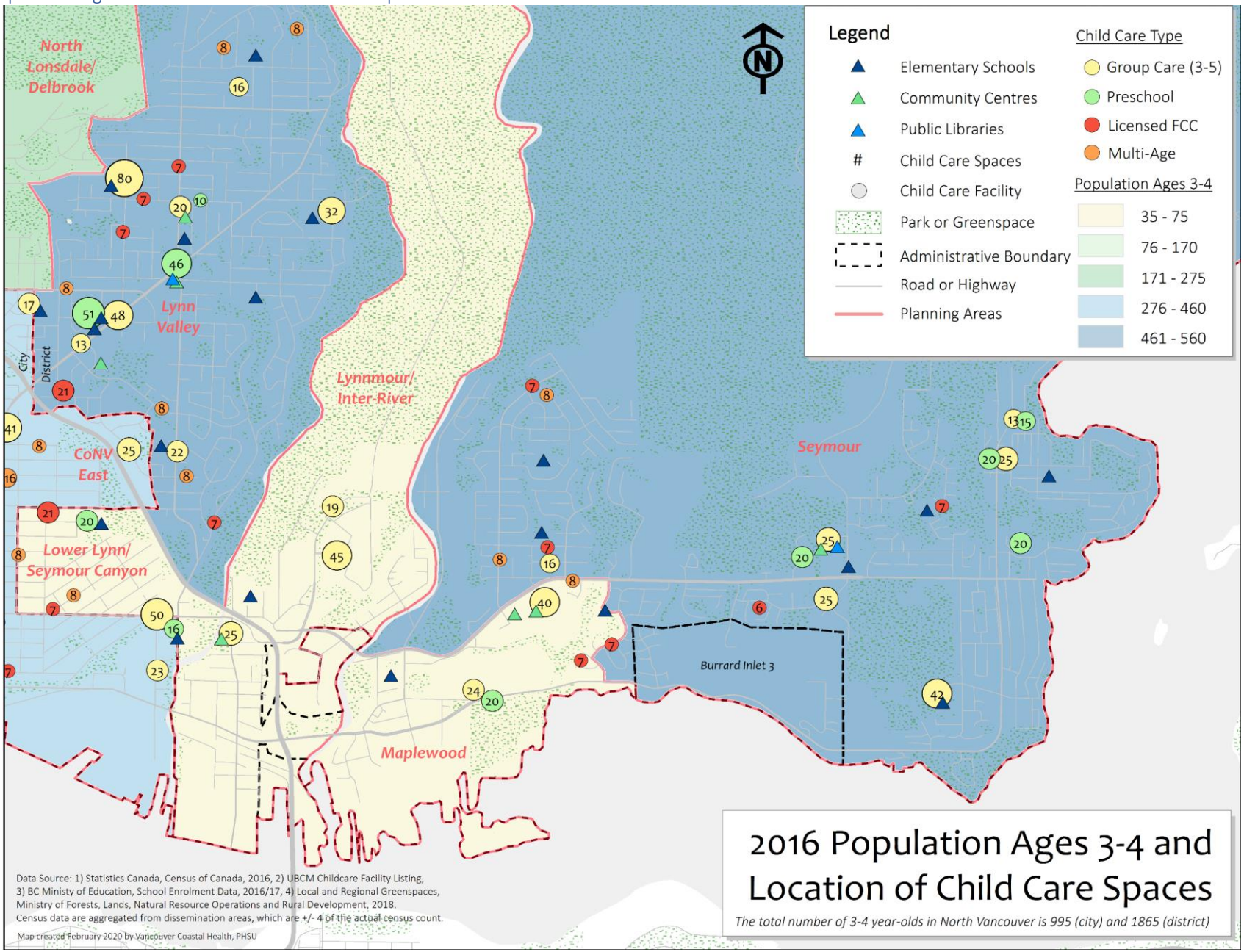
2016 Population Ages 0-2 and Location of Child Care Spaces



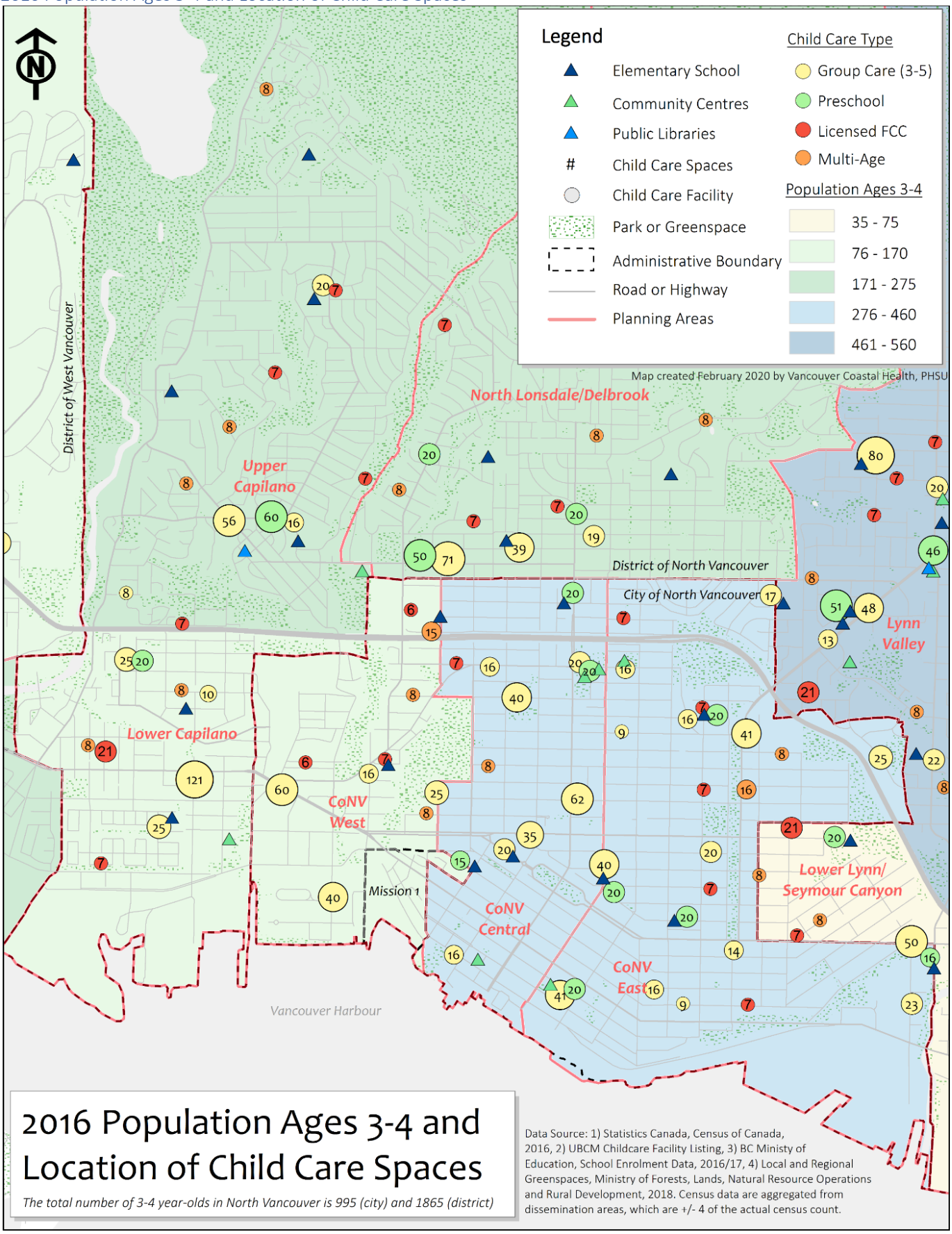
2016 Population Ages 0-2 and Location of Child Care Spaces



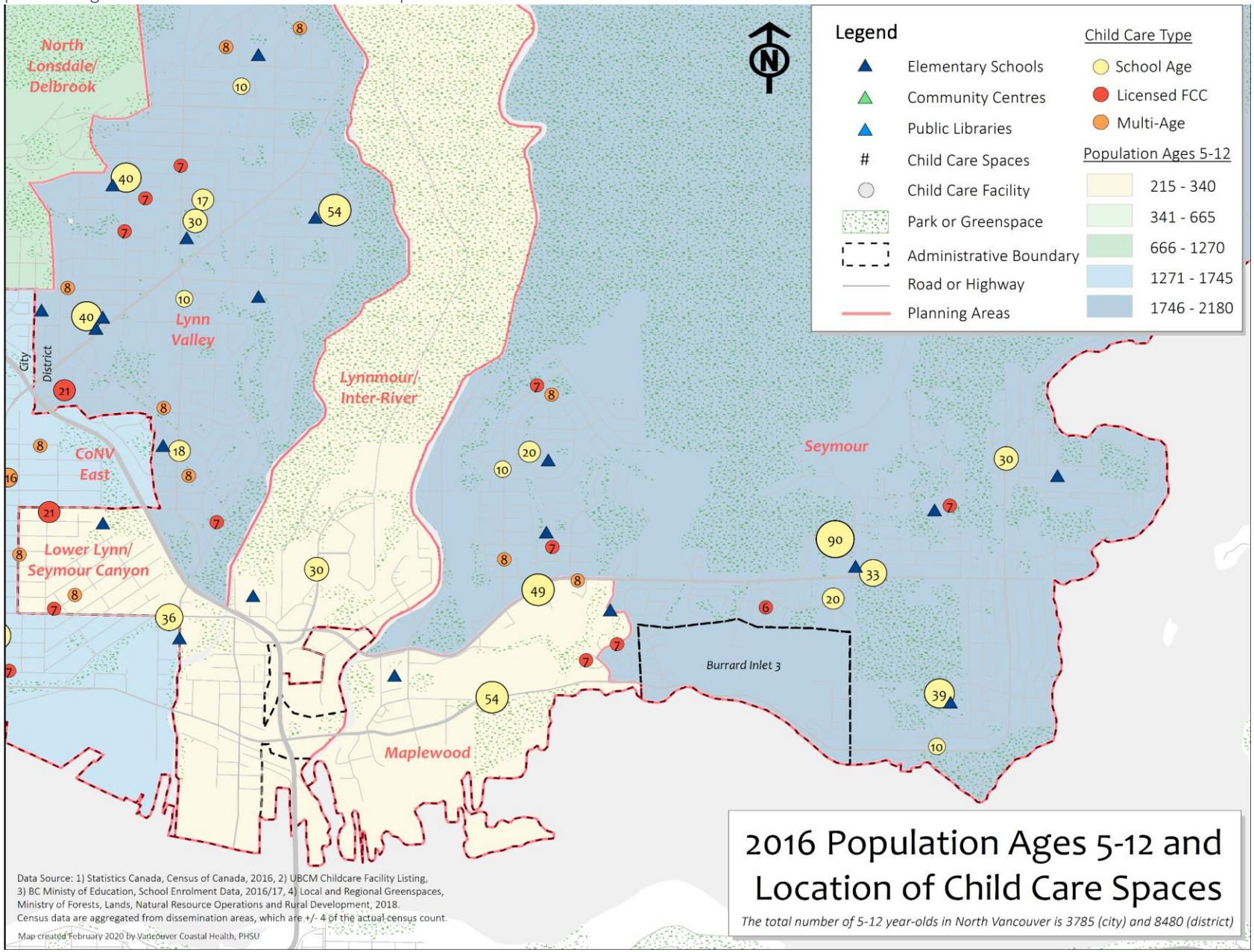
2016 Population Ages 3-4 and Location of Child Care Spaces



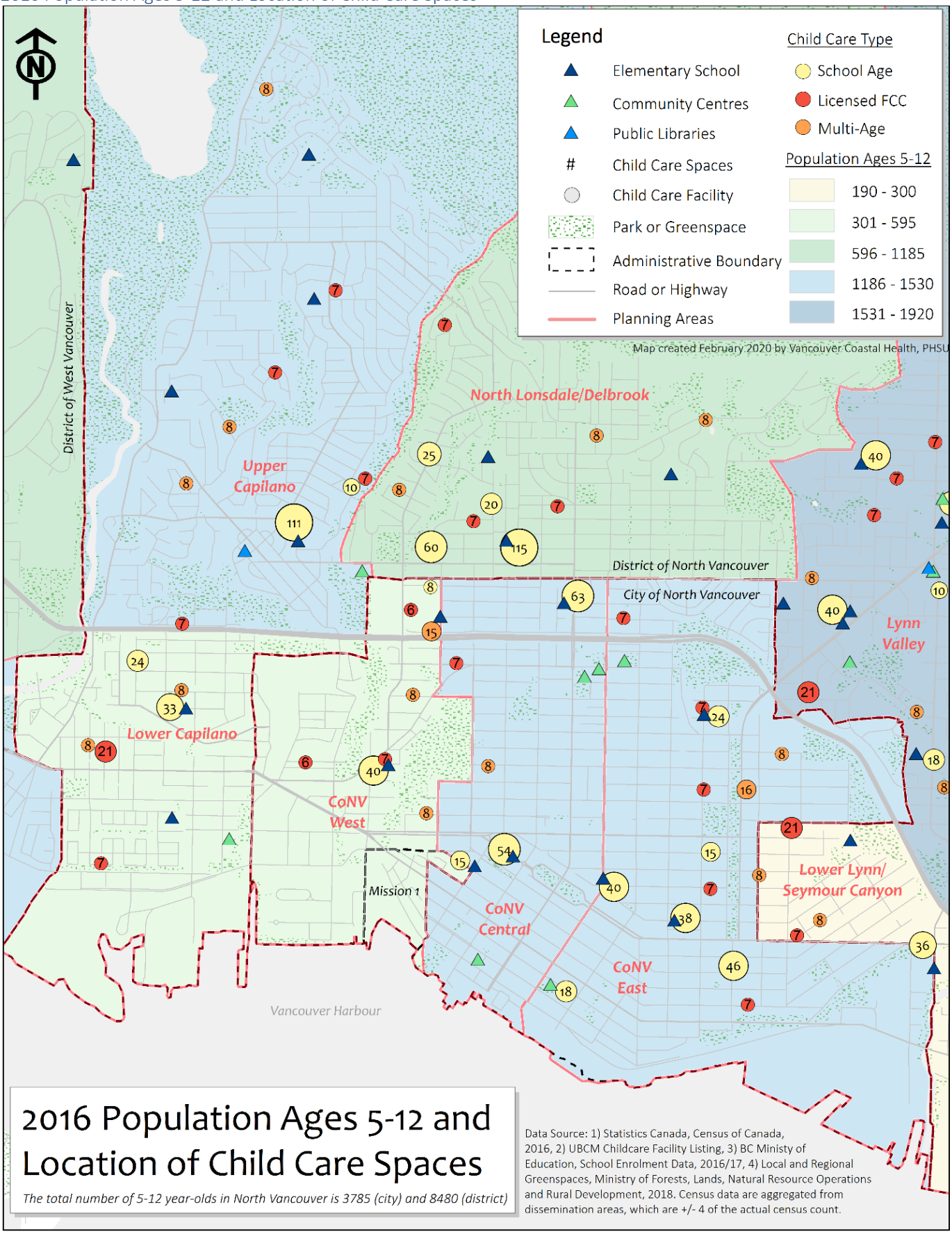
2016 Population Ages 3-4 and Location of Child Care Spaces



2016 Population Ages 5-12 and Location of Child Care Spaces



2016 Population Ages 5-12 and Location of Child Care Spaces



CHILD CARE SPACES PER POPULATION

Child Care (Group) Spaces for Children 0-2, District of North Vancouver

Neighbourhood	Number of Children (2016)	Number of Spaces (2019)	Spaces per 100
Lower Capilano	210	119	56.7
Lower Lynn/Seymour Creek	90	12	13.3
Lynn Valley	675	52	7.7
Lynnmour/Inter-River	115	36	31.3
Maplewood	75	24	32.0
North Lonsdale-Delbrook	250	84	33.6
Seymour	525	36	6.9
Upper Capilano	300	30	10.0
Total	**2240**	**393**	**17.5**

Child Care (Group) Spaces for Children 3-5, District of North Vancouver

Neighbourhood	Number of Children (2016)	Number of Group Spaces (2019)	Preschool	Spaces per 100 (excluding Preschool)
Lower Capilano	230	181	20	78.7
Lower Lynn/Seymour Creek	115	25	20	21.7
Lynn Valley	820	231	107	28.2
Lynnmour/Inter-River	125	64	-	51.2
Maplewood	60	64	20	106.7
North Lonsdale-Delbrook	290	129	90	44.5
Seymour	730	146	75	20.0
Upper Capilano	445	100	60	22.5
Total	**2815**	**940**	**392**	**33.4**

Child Care (Group) Spaces for Children 6-12, District of North Vancouver

Neighbourhood	Number of Children (2016)	Number of Spaces (2019)	Spaces per 100
Lower Capilano	580	57	9.8
Lower Lynn/Seymour Creek	300	-	0.0
Lynn Valley	1920	227	11.8
Lynnmour/Inter-River	275	30	10.9
Maplewood	190	103	54.2
North Lonsdale-Delbrook	915	220	24.0
Seymour	1910	252	13.2
Upper Capilano	1440	121	8.4
Total	**7530**	**1,010**	**13.4**

Additional Child Care Spaces

Municipality	Licensed FCC Spaces	Multi-Age Spaces
District of N. Vancouver	188	184
City of N. Vancouver	68	63

Figure 23: Child Care programs and spaces by service type and auspice, City of North Vancouver, 2019

Service Type and Auspice	Number of Programs	Number of Spaces
Family and in-home multi-age	30 (19.2%)	212 (6.9%)
Group and multi-age: For-profit	92 (59.0%)	1,688 (55.0%)
Group and multi-age: Not- for-profit	34 (21.8%)	1,167 (38.1%)
Total	156 (100%)	3,067 (100%)

DISTRICT OF NORTH VANCOUVER

District of North Vancouver

Child Care Action Plan

Appendix D:

Summary of Stakeholder Consultations

Appendix D – Summary of Stakeholder Consultations

Descriptions of Engagement and Outreach:

Parent Survey (completed in 2019)

A *Parent Survey Regarding Childcare* (n=365) was developed for current and potential parents and guardians accessing child care services in the District of North Vancouver in order to understand child care service needs and experiences. An online survey link was posted on the District of North Vancouver website and advertised widely.

Childcare Provider Survey (completed in 2019)

An online *North Vancouver Childcare Service Needs, Spaces, and Childhood Vulnerabilities Survey* (n=34) was developed to gauge the views of key stakeholders (e.g., executive directors, managers and coordinators of child care service organization as well as school district staff and North Shore Childcare Planning Committee members) on current child care services delivered, gaps in services, and current and anticipated child care populations receiving services, services needed, and spaces to deliver services.

Community Partner Interviews

As part of the community engagement process, SPARC BC interviewed sixteen key informants from public and non-profit organizations. This group represented all three municipalities, Vancouver Coastal Health Licensing, the two School Districts and not-for-profits organizations. The interviewees were asked a range of questions about the state of child care in their communities and in the province, including the greatest challenges facing parents, operators, and their own organizations. Informants were asked to share their vision for child care on the North Shore and to suggest actions to be taken

First Nations Partners Interviews

The City of North Vancouver, the District of West Vancouver and the District of North Vancouver had formal conversations with Tsleil-Waututh Nation and Squamish Nation as part of the engagement summary to develop child care action plans for the three municipalities.

The purpose of these conversations was to begin to learn from each other what work is being done in regards to child care planning. These conversations yielded better understanding of the challenges, successes and role the municipality can play in supporting the Nations and/or work collaboratively.

Non-Profit Service Providers Focus Groups

In November 2019, three (3) focus groups and one (1) interview with a service provider who could not attend the focus groups was held on the North Shore with non-profit organizations to discuss child care and help the municipalities understand each organization's perspectives on the challenges regarding child care issues. Potential improvements that can be made to the current child care situation on the North Shore were established. There were twenty-three (23) participants from a wide range of non-profit organizations.

Underserved Populations Focus Groups

In December 2019, five (5) focus groups were held, three (3) directly with underserved populations, one at North Shore Women's Centre – Single Mom's Support Group (8 participants), one at Pacific Post Partum Society Support Group (2 participants) and one at Thrive Family Centre Drop In Program with the Family Service of the North Shore. The other two (2) focus groups were with staff from organizations that support underserved population groups. The first was held at Avalon Recovery Society with three (3) participants, and the second was held at the Infant Develop Program through North Shore Disability Resource Centre and North Shore Supported Child Care with five (5) participants.

Child Care Providers Workshop

In December 2019, a workshop was held with child care providers to update them on what is happening with child care in British Columbia and to hear about the priorities, challenges and ideas for the child care action plans that were being developed for the three municipalities. A total of twenty-three (23) people participated in the workshop.

Solutions Workshops District and City of North Vancouver

As part of process of developing Child Care Action Plans for the City of North Vancouver and the District of North Vancouver, the municipalities hosted two Solutions Workshops – Part One at School District #44 office on January 8, 2020 with 20 municipal staff and key community partner agencies and Part Two also at the School District on February 27th, 2020 with 16 participants. The Solutions Workshops allowed participants a chance to explore the current state of child care in North Vancouver, potential opportunities and partnerships, short term actions to address child care gaps, and to explore what space targets the City and the District should use for their action plan, with a particular emphasis on high need populations and geographic areas.

Review of City Planning, Policy and Regulatory Framework

The consulting team reviewed relevant materials, consulted and met with District staff, met with child care operators (some who recently opened child care), interviewed key stakeholders, reviewed other municipalities' practices and used the feedback from the various workshops to provide a set of recommendations that could improve and enhance the District's child care role.

The following is a list of the groups and organizations who were consulted as part of the development of the District of North Vancouver Action Plan:

- Altamount Child Development
- Apple Blossom Childcare Centre
- Avalon Recovery Society
- Back to Basics Daycare
- Capilano University
- Child Care Resource and Referral
- City of North Vancouver
- City of North Vancouver Libraries
- Deep Cove Parent Participation Preschool
- District of North Vancouver
- District of North Vancouver Libraries
- Doran Family Childcare
- Family Services of the North Shore
- Froggy Pad Daycare
- Garden Bunny Child Care
- Highlands Early Learning Centre
- Highlands Kids Club
- Irwin Park Treehouse
- Jelly Bean Academy
- Kids and Company
- Lifeways Childcare
- Lonsdale Creek Daycare
- Ministry of Children and Family Development
- North Shore Child Care Resource and Referral
- North Shore Disability Resource Centre
- North Shore Infant Development Program
- North Shore Multicultural Society
- North Shore Neighbourhood House
- North Shore Women's Centre – Single Mom's Support Group
- North Vancouver Chamber
- North Vancouver Recreation and Culture Commission
- Pacific Post Partum Society Support Group at John Braithwaite Community
- Parents from Thrive Family Centre Drop in Program
- Parkgate Community Centre
- PJ Kids Club
- Quest Food Exchange
- Roses Childcare
- School District #44 (North Vancouver)
- Smiling Stars Daycare
- Squamish Nation
- St. Catherine's Child Care Society
- Supported Child Development
- Sweet Peas Cottage Daycare Centre (in District of North Vancouver)
- Tsleil-Waututh Nation
- Vancouver Coastal Health
- West Van Child Care Centre
- West Vancouver Community Services
- West Vancouver School District
- Willowbrae Academy

DISTRICT OF NORTH VANCOUVER

District of North Vancouver

Child Care Action Plan

Appendix E:

Community Engagement Summary Report

North Shore Child Care Action Plan

North Shore Child Care Action Plan

COMMUNITY ENGAGEMENT SUMMARY REPORT

Social Planning and Research Council of British Columbia
April 20, 2020

Contents

1. Introduction 1
2. Parent/Caregiver Survey - District of North Vancouver 2
3. Child Care Operator Survey - District of North Vancouver 5
4. Community Partner Interviews 7
5. Child Care Providers – Recently Opened Facilities 7
6. Non-Profit Service Providers Focus Groups 8
7. Underserved Populations Focus Groups 9
8. Child Care Providers Workshop 10
9. First Nations Partners Interview Summary 10
10. Solutions Workshop: District and City of North Vancouver 11
11. Solutions Workshop 2: District and City of North Vancouver 12

1. Introduction

This is an abridged summary for the purposes District of North Vancouver Child Care Action Plan.

The main purpose of the North Shore Child Care Action Planning project was to conduct a engagement summary, to engage with community, to develop new child care space creation action plans and to provide strategic directions based on best practices review. Most of the research and analysis pertains to and is of mutual interest to the three North Shore municipalities: District of North Vancouver, City of North Vancouver and the District of West Vancouver

This engagement summary is intended to inform and facilitate the North Shore Child Care Action Planning process. The work summarized here provides an evidence-base framework from which the municipalities can identify priorities for action that best reflect community needs. The report also synthesizes input from a wide range of key stakeholders in the community familiar with the existing and anticipated scope of child care services and gaps therein. Participation from these stakeholders not only helps inform the planning process but may also significantly improve community support for future stages of strategy implementation.

A major component of the project has been community engagement. This was achieved through a variety of means, namely:

- 4 surveys (1 each in the District of West Vancouver and District of North Vancouver for parents and 1 each in the District of West Vancouver and District of North Vancouver for child care providers)
- Interviews and focus groups with community partners , First Nations partners, child care providers and vulnerable populations.
- 3 solutions workshops.
- 1 child care provider workshop
- 1 workshop with the District of West Vancouver Child Care Services Working Group

Surveys – Purpose

Child care operators in the District of West Vancouver and the District of North Vancouver were surveyed through an online instrument in order to understand current and projected child care service gaps, needs as well as vulnerabilities children experience. The City of North Vancouver undertook a survey in 2018 and those outcomes were also reviewed, Concurrently with the above survey, the Districts also administered a parental / caregiver surveys to understand current and anticipated child care needs in the from a caregiver perspective. The participation of parents, guardians and operators was sought through a network of stakeholders, child care operators and was publicly promoted.

Interviews and focus groups– Purpose

The interviews and focus groups with key informants included staff from some large social service and multicultural organizations, vulnerable populations, First Nations, child care operators along with the School District and Vancouver Coastal Health. These interviews were designed to help determine the specific issues facing those organizations currently and the issues that they anticipated facing in the future. The interviews also elicited a list of child care targets and strategies from the perspective of frontline workers. This input will help the municipalities work toward realizing current and projected targets in terms of number of child care spaces as well as strategies to tap into tools and opportunities to meet projected targets

Workshops – Purpose

Three solutions workshops were held with key stakeholders on the North Shore: one with the District of West Vancouver and two with the District and City of North Vancouver together. These workshops were designed to review the current state of child care, establish principles of collaboration, create action items and to discuss space creation targets.

A workshop with child care providers was also conducted in to hear directly from child care operators about the needs, strengths and gaps on the North Shore and to provide information about the various initiatives that are underway in Child Care BC.

2. Parent/Caregiver Survey - District of North Vancouver

Background

There were 365 valid respondents to the District of North Vancouver Parent Survey. These families reported a total of 544 children between the ages of 0 and 12 years old; 35% of these were aged under three years, 23% were aged 3 to 5 years old (but not yet in school), and 42% were school-aged children.

Key Findings

Parent Demographic Characteristics

- 91% of respondents were the mother of the family
- 10% of the families were single parent families
- 80% of the families live in the District of North Vancouver, with another 17% living in the City of North Vancouver
- For those living in the District of North Vancouver, respondents were most likely to live in Seymour (35%) or Lynn Valley (32%)
- 73% of families have lived in the Lower Mainland for more than 10 years; only 7% for 2 years or less
- 7% of respondents were currently expecting a child, with another 14% planning to have or adopt a child in the next three years
- Of those expecting or planning for a child:

    - Based on a weighted score that takes all choices into account (1st, 2nd, and 3rd), the top three preferred care arrangements were: licensed child care centre (weighted score of 100), licensed family child care (weighted score of 56), and parental care (weighted score of 52)
    - The top five most important aspects of a non-parental arrangement were: program is licensed, activities for the children, quality of indoor play space, reputation of the program, and the hours the program is open
- 4% of respondents had children 13 to 18 in the household, and 1% had children over 18
- Gross annual household income: 24% under $100,000, 27% between $100,000 and $150,000, 27% between $150,000 and $200,000, and 22% over $200,000
- 61% of respondents were born in Canada, with another 28% who have lived in Canada for more than 10 years
- 2% of respondents identified as Indigenous, all First Nations
- 93% of respondents reported that they speak English at home; other most common languages were French (7%), Farsi (4%), and German (3%)

Parent Work-related Characteristics

- 79% of respondents were working for pay (70% full-time, 9% part-time); 97% of spouses were working for pay (95% full-time, 2% part-time)
- In terms of family work patterns, both (or only) parents worked full-time in 64% of families, and one or both parents were at home full-time caring for children in 18% of families
- Working respondents were more likely to work in Vancouver (36%), the District of North Vancouver (30%) and the City of North Vancouver (20%); for spouses, the most common work locations were in Vancouver (43%), District of North Vancouver (20%), and City of North Vancouver (19%)
- For respondents working in the District of North Vancouver, the most common work neighbourhoods were North Lonsdale-Delbrook (30%) and Seymour (24%); for spouses, Seymour was highest (43%), followed by Lynn Valley (33%)
- 89% of working respondents did their work during weekdays, vs. 84% of spouses

Child Care-related Characteristics

- Where appropriate, information on child care arrangements is reported separately for the three child age groups (under 3 years, 3 to 5 years [not in school], and school age)
- The eight types of primary care arrangements were grouped into three categories for simplicity: **parental**, **licensed non-parental** (including group child care centre, preschool, before and after school program, and licensed family child care), and **other non-parental**, (including relative, unlicensed family child care, and in-home caregiver)
- Parental care was the most prominent primary arrangement for children under age 3 (42% of these children, vs. 30% of school age children and only 13% of preschool age children)
- Licensed non-parental care was most prominent for preschool age children (80% of these children, vs. 46-47% of children in other age groups)
- Unregulated non-parental child care was always the least used primary care type, ranging from 24% of school-age children (many of whom were in self-care), to 11% of those under 3, to 7% of preschool-age children
- Parents using non-parental care as their primary arrangement were asked to check potential reasons why they chose this arrangement. For children under 3, the top three reasons were: first

program to offer me a space (54%), convenience (43%), reputation (38%). For preschool-age children, the top three reasons were: convenience (64%), reputation (58%), and type of program offered (46%). For school-age children, the top three reasons were: convenience (67%), first program to offer me a space (40%), and reputation (38%).

- Across all three age groups, 75% to 78% of children had been on a wait list for a child care arrangement
- Of those who were wait-listed, the most frequent category for length of time on a list was 6 to 12 months for children under age 3 and preschool-age children, and more than 24 months for school-age children
- By far the most common mode of transportation to child care was by car, for all age groups of children. For school-age children, 17% walked to their care arrangement, higher than for other age groups.
- Parents were asked about their satisfaction with four aspects of their primary care arrangement: location, quality, hours of care, and cost.
    - In terms of location, the percent "very satisfied" was lowest for children under 3 (48%), vs. 61-64% for the other two age groups
    - In terms of quality, the percent "very satisfied" was lowest for school-age children (42%) vs. 68-71% for the other two age groups
    - In terms of hours of care, the percent "very satisfied" was lowest for children under 3 (54%), vs. 62-63% for the other two age groups
    - In terms of cost of care, the percent "very satisfied" was lower than for the other aspects – 17% to 25% for all age groups. Dissatisfaction was highest for school-age children (46% somewhat dissatisfied or very dissatisfied)
- Parents reported that it was "very difficult" to find before/after school care for 59% of their school-age children
- Of the school-age children, only 16% attend a before/after school program at their school
- 6% of children were reported to have a special need or disability; about half of these receive support from the Supported Child Development Program

Parental Preferences and Related Issues

- Parents were asked if they would change their current child care arrangement(s) if a preferred alternative became available at an affordable price. An answer of "yes" was most likely for school-age children (63%), compared to 43% for preschool-age children, and 58% of children under age 3
- For those who answered "yes," based on a weighted score that takes all choices into account (1st, 2nd, and 3rd), the top three preferred care arrangements were:
    - For children under age three: licensed child care centre (weighted score of 100), licensed family child care (weighted score of 41), and parent (weighted score of 26)
    - For children aged 3 to 5 but not in school: licensed child care centre (weighted score of 100), parent (weighted score of 40), preschool (weighted score of 36)
    - For school-age children: before/after school care program (weighted score of 100), parent (weighted score of 21), non-relative in my home (weighted score of 14)
- Parents were asked to choose among potential barriers to using their preferred arrangements. The top three barriers for each age group were:
    - For children under age 3: cost (71%), program location (40%), hours of operation (36%)

    - For children aged 3 to 5 but not in school: cost (66%), availability of full-time care (42%), location of program (25%)
    - For school-age children: cost (54%), availability of part-time care (46%), program location (31%)
- The monthly amount of out-of-pocket expense that parents pay for child care was very evenly distributed across the categories, from "nothing" to "more than $1,700".
- Almost half of parents report that they have children on a child care waitlist currently, on average for about one year
- Parents were asked to indicate which sources of information they personally used for choosing or finding child care (for those not using parental care exclusively). The top four sources were: friends/neighbours/other parents (78%), websites or blogs (59%), social media (53%), and the local CCRR (50%),
- Parents not using exclusively parental care were asked to rate the importance of 12 different aspects of child care arrangements. Based on the mean score out of a maximum of 4, the top five aspects were: program is licensed (3.63), having an outdoor playground (3.53), the activities for children (3.52), hours of operation (3.51), and the reputation of the program (3.50).
- The survey also asked about preferred schedules for their care arrangements. While full-day care five days per week was the preference for 73% of those with children not yet in school, there were 15% of parents who preferred full-day care for fewer than five days per week. Similarly, out of school care five days a week was the preference for 61% of parents, but 26% preferred out of school care for fewer than five days a week.

3. Child Care Operator Survey - District of North Vancouver

Background

There were 34 respondents to the provider survey; however, there was rapid attrition, with only 17 answering the question on job role, and 13 answering the question on facility licence type(s). There were 10 respondents from facilities in Seymour, nine from North Lonsdale – Delbrook, and seven from facilities in Lynn Valley. 77% of respondents reported that their role included manager/administrator; 77% worked directly with children, 41% were the owner of the facility, and 41% reported having bookkeeping, cooking, or janitorial duties

Key Findings

- Of the 13 respondents who provided information on the types of licensed programs in their main facility, there were eight different combinations:
- Four facilities licensed for both group under 3 and group 3 to 5
    - Two facilities licensed for group under 3 only
    - Two facilities licensed for family child care only
    - One facility licensed for preschool and school age care
    - One facility licensed for group 3 to 5 and occasional care
    - One facility licensed for group 3 to 5, preschool, and occasional care
    - One facility licensed for group 3 to 5, multi-age care, and family child care
    - One facility was a licence-not-required family child care

- Seven facilities are located in the respondent's house or townhouse, with three housed at a religious institution building
- 6 (50%) of the facilities were reported as rented or leased, and 5 (42%) as owned
- 50% of the respondents did report one or more challenges relating to their building. For four respondents, the size or design of the facility space was a challenge; for two respondents, the challenge related to getting District permission for changes
- Six of the facilities had been in the current location for 11 or more years, and none for less than three years
- Relocation in the next two years was reported as likely by one respondent. Plans to expand were more likely, with four respondents reporting positively. Similarly, there were six respondents with likely plans to open another child care facility, and three respondents with likely plans to renovate.
- All facilities were normally open on Mondays to Fridays, except one facility (a licensed family child care) that closes on Fridays.
- There was only one respondent who reported not having any regular facility closures. The most common closures were for statutory holidays (56%), and school winter break (44%)
- Benefits provided were divided into two groups: eight that are related to pay and health, and 11 other benefits. For the four respondents who answered these questions, the most commonly provided pay/health benefits was paid sick leave (three facilities); one respondent also reported providing paid personal leave days and a supplementary health or drug plan
- In terms of the 11 other benefits, the commonly provided were: paid overtime (all four facilities), financial assistance to attend ECE-related workshops (three facilities), paid program planning and preparation time (two facilities), and paid staff meetings and time off in lieu of overtime (each for two facilities)
- All but one of the respondents reported that their facility participates in the Provincial Child Care Fee Reduction Initiative (CCFRI)
- Only one respondent reported that some spaces are dedicated to part-time or drop-in care (where part-time always is relative to the whole time that a space is potentially available).
- 75% of respondents reported that they currently have a waitlist at their facility; the average wait time for a space was 7 to 12 months
- None of these facilities charges a fee to parent to be waitlisted
- None of the respondents reported that facility staff are unionized
- Four respondents reported that there had been some turnover of paid staff in the past year; of those, only one reported that at least some of the vacancies were difficult to fill. In that case, the difficulty was associated with residency requirements for foreign applicants.
- None of the respondents reported that they are the owner, manager or director of more than one child care facility in the District of North Vancouver

4. Community Partner Interviews

Background

As part of the community engagement process, SPARC BC interviewed sixteen key informants from public and non-profit organizations. This group represented all three municipalities, Vancouver Coastal Health Licensing, the School District and not-for-profits organizations. The interviewees were asked a range of questions about the state of child care in their communities and in the province, including the greatest challenges facing parents, operators, and their own organizations. Informants were asked to share their vision for child care on the North Shore and to suggest actions to be taken.

Key Findings

The state of child care within the North Shore has been described as in crisis. Child care is not equally accessible to all population groups due to limited spaces, long waitlists, and high costs. Space requirements are particularly critical for the infant/toddler cohort and before and after care for school-age children. Most available spaces are child care for 3-5 year olds. Hours of operation are an issue, with very few operations offering anything but "traditional" hours, with little flexibility to accommodate needs for longer hours, part-time, evening and weekends.

Child care operators encounter numerous challenges on the North Shore such as, finding suitable spaces, high operating costs, and staff recruitment difficulties due to low wages, qualification and poor working conditions. Living costs within the North Shore are extremely high making it difficult to retain staff and find accessible spaces that will provide quality child care services.

The greatest challenges for parents, in addition to the basic dearth of spaces, is the lack of quality services to make them feel comfortable leaving their kids. Long waitlists make it difficult to find child care that meets the expectations of parents and is geographically located close to home. The lack of child care is also driving parents choices of where they will/can work.

5. Child Care Providers – Recently Opened Facilities

Background

Two child care operators were interviewed that recently opened a program. Both interviewees have extensive experience with child care operations and both started as child care operators out of their home and subsequently expanded into larger programs.

Key Findings

From the perspective of the interviewees, "child care on the north shore is in crisis mode." People are starting to view child care as a commodity and a business to make a profit. As a result of this commodification, the quality of care has dropped. Also, because of the increased government funding, competition for space has increased, lease rates are "unrealistic" and a "barrier for operating." There is presently high demand for before and after school spaces and Infant-toddler and limited demand for preschool.

When participating in the development application process at the District of North Vancouver, there were parts that went smoothly and parts that were more challenging. The communication with the District was viewed as a strength and people were seen as generally helpful. Most of the difficulties encountered were around meeting building code expectations, such as upgrading to wired in smoke detectors, installing emergency lighting and fire proof doors, having appropriate signage and upgrading outdoor space. The respondents, however, understood the need for these changes as important safety upgrades. One respondent also noted having difficulty knowing who to contact if something in the leased space owned by the District needed attention, for example, graffiti on walls or trees dropping sap on the turf resulting in increased wasp activity. An interviewee expressed having a personal contact (a parent in their program) who was a builder that knew the process was really helpful to meet the District expectations, otherwise, they might have faced more challenges navigating the application process.

6. Non-Profit Service Providers Focus Groups

Background

In November 2019, three (3) focus groups and one (1) interview with a service provider who could not attend the focus groups was held on the North Shore with non-profit organizations to discuss child care and help the municipalities understand each organization's perspectives on the challenges regarding child care issues. Potential improvements that can be made to current child care situation on the North Shore were established. There were twenty-three (23) participants from a wide range of non-profit organizations.

Key Findings

Over the last 3 years participants noted several changes that have taken place with respect to child care/early childhood education programs in the community. Most positively, is the action the provincial government has taken in addressing the child care crisis. More funding is available and initiatives are being developed to alleviate the challenges faced by families and operators. There are still glaring gaps and much more can be done. Additionally, with the increase in government funding comes an increase in administrative work and the process to obtain funding can difficult to understand for operators.

Particularly on the North Shore, participants all agreed that unique challenges have arisen in the past three years. For example, traffic has increased substantially, and parents are facing longer commute times. As a result, families are not able to find child care within the hours they need in order for them to get to work on time. Also, people are having children later in life which results in parents caring both for their young children and their own parents which places undue stress on families. Parents also have a general lack of understanding about the child care system, as it can be very confusing, which ultimately manifests in misdirected frustration towards child care operators.

Operators face low wages, high staff turnover, high rent, and lack of space to operate, especially places with adequate outdoor space. There is not enough money to maintain staff and the work is not valued,

which is creating a human resources crisis. Furthermore, licensing and regulations are constantly shifting and operators are struggling to keep up with the demands.

7. Underserved Populations Focus Groups

Background

In December 2019, five focus groups were held, three (3) directly with underserved populations, one at North Shore Women's Centre – Single Mom's Support Group (8 participants), one at Pacific Post Partum Society Support Group (2 participants) and one at Thrive Family Centre Drop In Program with the Family Service of the North Shore. The other two (2) focus groups were with staff from organizations that support underserved population groups. The first was held at Avalon Recovery Society with three (3) participants, and the second was held at the Infant Develop Program through North Shore Disability Resource Centre and North Shore Supported Child Care with five (5) participants.

Key Findings

For people who are single parents, living with addictions or mental illness, are immigrants/newcomers or have children with special needs, the challenges associated with finding and paying for child care during a child chare crisis are exacerbated. Single parents noted that it is very difficult to stay out of poverty while trying to pay for child care and had to use extraordinary means to finance the care, such as using a line of credit or living in crowded spaces. Many also rely on families or informal care to support their child and family. The child care subsidy and income assistance helps, but it is not enough to meet the actual need.

Families that have children with special needs also face difficulties when securing child care. Most centres will not take children with special needs, as they do not have the qualified staff. Parents are often left with limited choices on where to send their child, which is usually in private centres that are quite costly.

Another underserved population group is immigrants and new comers. On the North Shore, there are high numbers of immigrant and newcomer families, and language barriers are common. Not speaking English can be a major challenge for families, as the child care system is complex, which causes high amounts of stress.

Ultimately, if underserved populations had access to affordable, accessible and quality child care, the system would meet the needs of the most vulnerable in the community. One parent noted that "my child shouldn't be punished because we are poor." Without a universal child care system, children from underserved families are not receiving the early childhood education that everyone should be able to access.

8. Child Care Providers Workshop

Background

In December 2019, a workshop was held with child care providers to update them on what is happening with child care in British Columbia and to hear about the priorities, challenges and ideas for the child care action plans that are being developed for the three municipalities. A total of twenty-three (23) people participated in the workshop.

Key Findings

The key findings from the sessions are summarized below.

If you had a magic wand to improve the child care situation on the North Shore, what are the top 3 things that you would do?

- Higher wages and better benefits
- More facilities for teachers and children
- Hiring teachers for children with special needs
- Comfortable staff room for teachers with coffee or snacks
- Have local government spend a day with us to see what we do (no cell phones)
- More local workshops that are free to attend, funding for training and continuing education
- More incentives for educators to increase retention in industry
- Increase quality of training in colleges. Not everyone should receive an ECE license
- See all children as equal. Do not treat children differently who are Indigenous, First Nations or immigrants.
- We should have access to furniture, books, educational material without problems.
- More than 60 percent of the time with children and the rest of the time without children for thinking and planning
- Assist those who are ESL to speak better English
- Creation of more child care spaces with parking and playground Space

9. First Nations Partners Interview Summary

Background

The City of North Vancouver, the District of West Vancouver and the District of North Vancouver had conversations with Tsleil-Waututh Nation and Squamish Nation as part of the engagement summary to develop child care action plans for the three municipalities.

The purpose of these conversations was to begin to learn from each other what work is being done in regards to child care planning with the hopes of better understanding the challenges, successes and determine if there is a role the municipality can play in supporting the Nation or an opportunity to work collaboratively.

Squamish Nation is actively expanding their childcare centres and currently have enough childcare for all Nation members. Childcare is offered for free with transportation provided. The Nation is open to collaboration opportunities with the municipalities in the future.

Tsleil-Waututh Nation is facing similar challenges experienced across the North Shore: there is limited supply, ECE workers are facing burn out and high stress and the cost is unaffordable for families. The Nation is hoping to expand their available child care and is open to having Council to Council discussions about child care needs on the North Shore.

10. Solutions Workshop: District and City of North Vancouver

Background

As part of process of developing Child Care Action Plans for the City of North Vancouver and the District of North Vancouver, the municipalities hosted a Solutions Workshop – Part One at School District #44 office on January 8, 2020 with approximately 20 city staff and community partners. The Solutions Workshop allowed participants a chance to explore the current state of child care in North Vancouver, potential opportunities and partnerships, and short term actions to address child care gaps. The approximately 20 participants were asked the following questions:

- How can we address areas of greatest need? What actions could be taken, and by whom, to increase the supply of these types of care and what resources/support might be needed?
    - Infant-Toddler Care
    - School Age Care
    - Longer hours, non-traditional hours (weekends), part-time care

Key Findings

How can we address areas of greatest need? (Infant/toddler care):

- Support family, in-home licensed child care
- Support multi-age care for infants and toddlers.
- Employer-provided child care, on work site.
- Support longer parental leave
- Identify creative funding sources and space for infant-toddler care
- Support ECE wages, provide incentives and professional development to increase numbers of qualified staff.
- Update zoning, bylaws, and business licensing requirements.
- Encourage child care building in new developments.
- Tax breaks for developers and providers.
- Collaborate with non-profit providers, business owners, provincial ministries, and Fraser Health.
- Collaborate with school district to find and create space
- Target underserved populations

How can we address areas of greatest need? (School age care):

- Reiterating importance of this type of care.

- Assess facility use of school district, community centres. Use existing spaces.
- Use of school space outside of school hours.
- Schools supported by additional funding.
- Use of other city and community facilities (sports clubs, recreation centres, libraries, etc.).
- Create new spaces.
- Partnerships between cities, schools, ministries and community partners.
- Remove licensing barriers.
- Expand existing before and after school programs.
- Alleviate transportation challenges
- Support family, in-home child care.

How can we address areas of greatest need? (Longer and non-traditional hours):

- Employer-provided child care. Large employers like hospitals could also provide child care for other shift workers in the surrounding community.
- Community centre, community partner, school district, or municipality-provided care.
- Support and incentives to find qualified staff, including subsidies for relatives.
- Encourage existing centres and programs to offer care for extended hours.
- Parent-led co-ops with supports.
- Support in-home, family child care.
- Update licensing requirements.
- Update zoning and bylaws.
- Incentivize child care development and operation. Incorporate child care into new builds or renovations.
- Apply for capital funding to build new spaces.
- Partnerships and collaboration with senior levels of government, cities, and Vancouver Coastal Health.
- Review promising practices in other areas

11. Solutions Workshop 2: District and City of North Vancouver

Background

As part of the process of developing Child Care Action Plans for the City of North Vancouver and the District of North Vancouver, the municipalities co – hosted a second Solutions Workshop at School District #44 office on February 27th, 2020 . Participants included city staff, public and community partners. The Solutions Workshop #2 allowed participants to hear the final community engagement outcomes, identify important principles that should guide decisions and actions about child care in the City and District, and to explore what space targets the City and the District should use for their action plan, with a particular emphasis on the high need areas

Key Findings

Space ideas for childcare.

- Library – act as defector child care especially for older children
- Neighborhood house

- Look at all public assets and what is used for what
- Senior centres
- Churches

Encourage child care building in new developments.

- BC housing – partner to include child care in new developments
- Pairing with transit centres - Partner with TransLink

Site specific:

Lower Capilano **Schools:** • Norgate school • Carisbrook school • Braemer school – needs logging and service • Mountain Side school	**Lynn Valley** • Look at district at owned spaces and what is empty at certain times • Redevelopments – karen Magnusson asset • East view school – 2 sites • Ecology centre
Seymour • TSN – expansion • Other redevelopments that are in plans	**Upper Capilano** • Capilano school – North east space • Nancy Green Park • Grouse mountain – parking space • AAmaco – private development • Rest. Being redeveloped

General suggestions.

- Install washrooms in parks
- Elevate public knowledge of benefits of child care
- More education for family child care are to increase or expand
- Encourage more ECE spaces in training